

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
Board of Trustees



Special Meeting

Monday, August 25, 2025 5:30 PM

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.

Agenda

1. **Call to Order, Roll Call, and Establishment of Quorum**
2. **Moment of Silence and Pledges of Allegiance**
3. **Student/Staff Report/Recognitions**
- 3.A. ***Student Success:*** TAEA District of Distinction Award
4. **Introductions**
5. **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 (TGC 551.071)
- B. Discussing or deliberating purchase, exchange, lease or value of real property (TGC 551.072)
- C. Discussing or deliberating negotiated contract for prospective gift or donation to the school district (TGC 551.073)
- D. Discussing or deliberating appointment, employment, evaluation, reassignments, duties, discipline, or dismissal of a public officer (TGC 551.074)
- E. Discussing or deliberating the deployment, or specific occasions for implementation of security personnel or devices; or a security audit (TGC 551.076)

- F. Discussing Security Matters regarding Emergency Operations Plans, Safety, and Security Audits (TEC 37.109)
- G. Discussing or deliberating discipline of a public school child or employee complaint against another employee (TGC 551.082)
- H. Discussing or deliberating a public school child which reveals personally identifiable information (TGC 551.0821)
- I. Investigation; exclusion of witness from a hearing during examination of another witness (TGC 551.084)
- J. Discussing economic development negotiations or offer of financial or other incentive to business prospects (TGC 551.086)

6. Public Comment

At special Board meetings, public comment shall be limited to items on the agenda posted with notice of the meeting. Individuals who wish to participate during the public 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 three minutes per meeting.

7. Public Hearing

- 7.A. *Student Success*: Accelerated Instruction
- 7.B. *Efficient Operations*: 2025-2026 School Year Budget

8. INFORMATION ITEMS

- 8.A. *Student Success*: Lake Dallas ISD 2024 and 2025 Accountability Ratings
- 8.B. *Efficient Operations*: Lake Dallas ISD District and Campus Improvement Plans

9. CONSENT AGENDA ITEMS

- 9.A. **Consideration/Approval of the Minutes of the August 11, 2025, Regular Meeting**
- 9.B. **Consideration/Approval of Budget Amendment #7**
- 9.C. **Consideration/Approval of Lake Dallas ISD District and Campus Improvement Plans**

10. ACTION ITEMS

- 10.A. *Efficient Operations*: Consideration/Approval of Resolution Regarding Senate Bill 12 and Parent Rights
- 10.B. *Efficient Operations*: Consideration/Approval of the 2025-2026 General Fund, Food Service Fund, Debt Service Fund and Compensatory Education Budgets
- 10.C. *Efficient Operations*: Consideration/Approval of an Ordinance Setting a Tax Rate for Maintenance and Operations and Debt Services for the 2025-2026 School Year
- 10.D. *Efficient Operations*: Consideration/Approval of City of Lake Dallas Drainage Easement Requests on Lake Dallas ISD Property located at 104 Swisher Dr. Lake Dallas, TX 75065

- 10.E. **Efficient Operations:** Consideration/Approval of City of Lake Dallas Temporary Drainage Easement Request on Lake Dallas ISD Property located at 104 Swisher Dr. Lake Dallas, TX 75065
- 10.F. **Efficient Operations:** Consideration/Approval of City of Lake Dallas Sidewalk and Access Easement Requests on Lake Dallas ISD Property located at 104 Swisher Dr. Lake Dallas, TX 75065
- 10.G. **Efficient Operations:** Consideration/Approval of City of Lake Dallas Road Drainage Easement Requests on Lake Dallas ISD Property located at 425 E. Hundley Dr. Lake Dallas, TX 75065
- 10.H. **Efficient Operations:** Consideration/Consideration/Approval of City of Lake Dallas Sidewalk and Access Easement Requests on Lake Dallas ISD Property located at 325 E. Hundley Dr. Lake Dallas, TX 75065
- 11. **Calendar, Announcements & Information**
- 11.A. **Upcoming Meetings & Events**
- 12. **Executive Session (if needed)**

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.

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- O. Discussing or deliberating the deployment, or specific occasions for implementation of security personnel or devices; or a security audit (TGC 551.076)
- P. Discussing Security Matters regarding Emergency Operations Plans, Safety, and Security Audits (TEC 37.109)
- Q. Discussing or deliberating discipline of a public school child or employee complaint against another employee (TGC 551.082)
- R. Discussing or deliberating a public school child which reveals personally identifiable information (TGC 551.0821)
- S. Investigation; exclusion of witness from a hearing during examination of another witness (TGC 551.084)
- T. Discussing economic development negotiations or offer of financial or other incentive to business prospects (TGC 551.086)

13. **Adjournment**

3.A. Student Success: TAEA District of Distinction Award

Presenter: Jeanette Murray, LDHS Art Teacher
Event: LDISD Board of Trustees Meeting
Date: August 25, 2025



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What is a District of Distinction?

District of Distinction is an annual recognition program created by Texas Art Education Association and run by the Visual Art Administrators of Texas (Administration and Supervision division of TAEA) to honor school districts that are leading the way in the visual arts. The Visual Art Administrators of Texas recognizes districts with outstanding leadership in promoting the arts in their district and community. TAEA and Visual Art Administrators of Texas looks to recognize districts that are active participating members in the TAEA and beyond the confines of TAEA sponsored events.

Districts must submit data and meet 12 out of the 14 rubric criteria oints. A district may receive the award each year that the criteria is submitted, reviewed, and met.

The distinction was first awarded to districts in 2019.



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LDISD win 7 years in a row!

- This is our 7th year to receive the TAEA award - every year since conception.
- There are over 1,200 school districts in the State of Texas. Only 109 received this year's Distinction (8%)
- Only 16 school districts received the 7 year award, placing LDISD among the top 1.3% of visual arts programs in the State of Texas!
- We receive our official award at the TAEA State Conference in November.
- We're already planning for next year's award!



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What made LDISD stand out?

- No exemptions. We met all 14 of 14 rubric points.
- We didn't just meet, but we exceeded almost every rubric point this year.



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Our Amazing Team



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LAKE DALLAS

Independent School District



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7.A. *Student Success:* Accelerated Learning

Presenter: Dr. Kelly O’Sullivan, Deputy Superintendent

Event: LDISD Board of Trustees Meeting

Date: August 25, 2025



Accelerated Instruction HB1416

Each district shall provide accelerated instruction to a student enrolled in the district who has taken end-of-course assessment instrument (STAAR) administered under TEC 39.023(c) and has not performed satisfactorily on the assessment instrument or who is at risk of dropping out of school. TEC 29.081



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At-Risk Indicators

1. Performed unsatisfactorily on a readiness assessment (PreK-3)
2. Earned less than a 70 in two core classes/semester (7-12)
3. Not advanced to next grade level
4. Unsatisfactory performance on a state assessment for two years
5. Emergent Bilingual
6. Chronic Absenteeism
7. District Alternative Education Program placement
9. Prior dropout history
10. Pregnant or a parent
11. In care of the Department of Protective & Regulatory Services
11. Homeless
12. Residential facility placement
13. Currently on probation or parole
14. Parent Incarcerated
15. Enrolled in dropout recovery school
16. Enrolled in adult high school program
17. Expelled



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Accelerated Instruction in LDISD

- Falcon Time
 - All students in Elementary and Middle School
 - Intervention and Enrichment
- Acceleration classes
- Tutorials
- Specialized Programs
 - PreK-12
 - Individualized Instructional Support
- Summer School
 - Bilingual/ESL PreK and Kindergarten
 - 3rd-12th grade



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At-Risk and Not At Risk STAAR Performance Grades 3-8

Subject	At-Risk		Not-At Risk	
	School Year	School Year	School Year	School Year
Reading	2024	2025	2024	2025
Math	56%	55%	92%	94%
	46%	47%	88%	90%

*3% overall increase in At-Risk Students earning Meets and Masters achievement levels



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At-Risk and Not At Risk EOC Performance

Subject	At-Risk		Not-At Risk		
	School Year	2024	2025	2024	2025
Algebra		70%	58%	92%	88%
English I		60%	57%	94%	93%
English II		71%	58%	90%	90%

*2% overall increase in At-Risk Students earning Meets and Masters achievement levels



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3rd-5th STAAR Accelerated Instruction

Subject	# Accelerated Instruction	# Achieved Growth Measure
Reading	118	45
Math	154	49

- Falcon Time –Daily Intervention and Enrichment
- Specialized Instructional Support
- Summer School



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6th-8th STAAR Accelerated Instruction

6 th - 8 th STAAR	# Accelerated Instruction	# Achieved Growth Measure
Reading	150	57
Math	218	94

- Falcon Time – Intervention and Enrichment
- Reading and Math Small Groups
- Tutorials
- Specialized Programs
- Summer School



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EOC Accelerated Instruction

EOC	# Accelerated Instruction	# Achieved Expected Growth
Algebra I	70	39
English I	45	17
English II	59	34

- Tutorials
- Specialized Programs
- End of Course (EOC) Classes
- Summer School



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Next Steps

- Tier 1 Instruction
- Analyze Assessment Data
- Implement Targeted Interventions
- Monitor Progress Continuously
- Provide Teacher Support and Training
- Engage Families



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Any Questions?



7.B. ***Efficient Operations:*** 2025-2026 School Year Budget

Presenter: Anne Haehn, CFO
Event: LDISD Board of Trustees Meeting
Date: August 25, 2025



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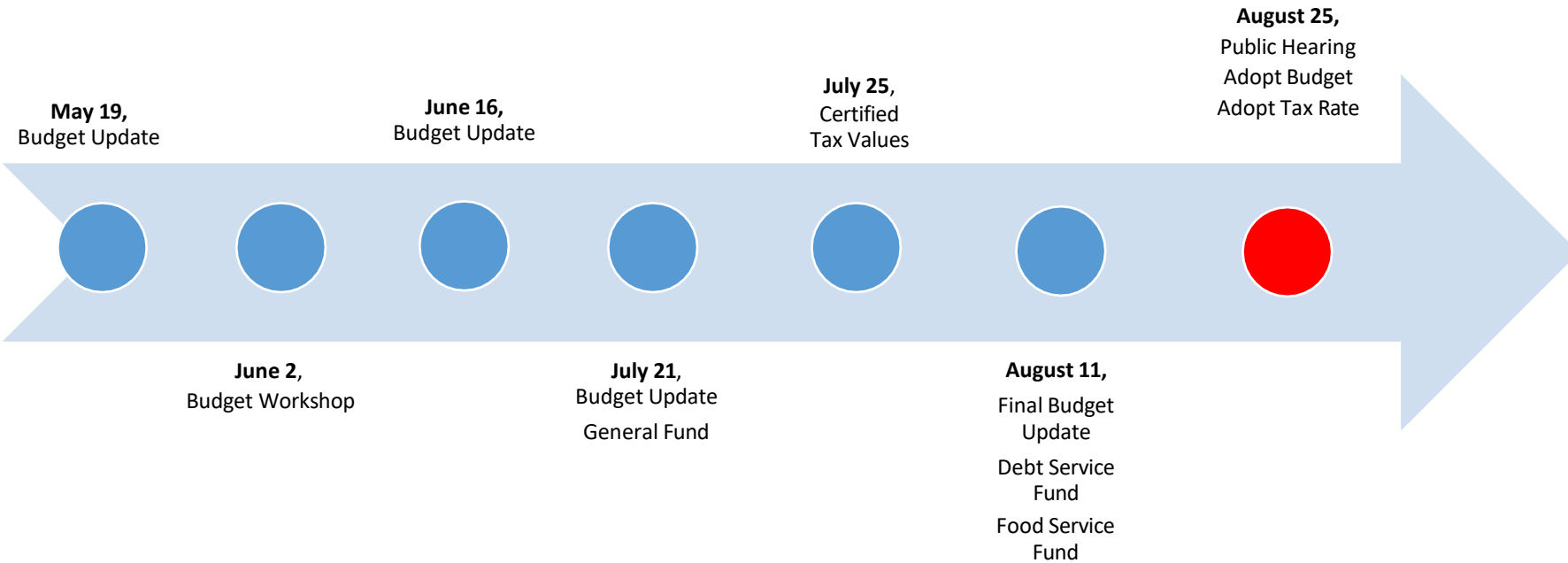
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Budget Calendar



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Texas School Finance Key Points

Revenue per student is determined by state funding formulas

- Basic allotment:
 - \$6,215 per student
 - An increase of \$55 per student

TEA calculates the state maximum compressed tax rate (MCR)

Higher property values do not mean more overall General Fund revenue



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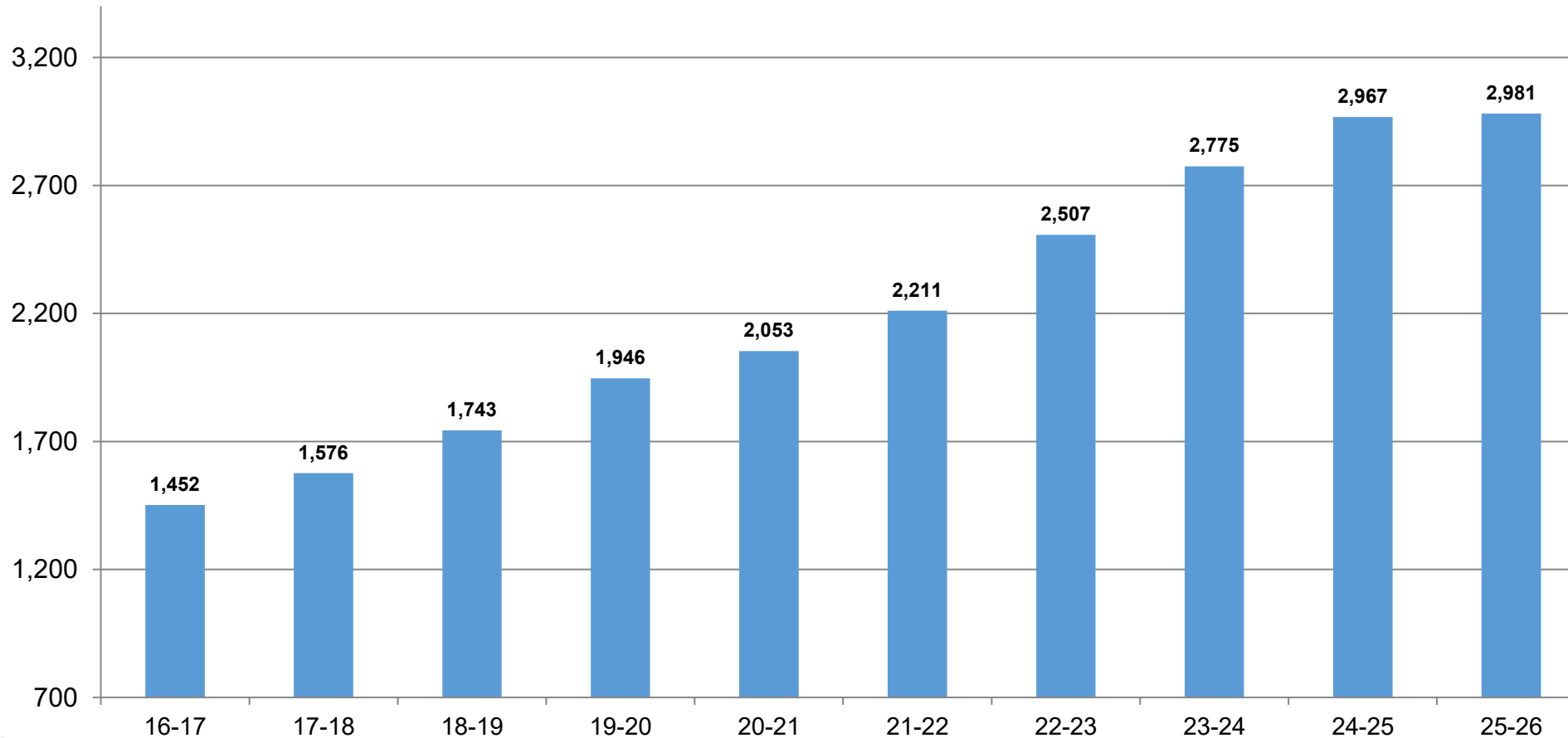
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Taxable Values -Last 10 years



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GENERAL FUND REVENUE

Local Revenue

- Property Taxes
- Interest Revenue
- Athletic Revenue
- Facility Rentals

State Revenue

- Available School Fund
- Foundation
- TRS on Behalf

Federal Revenue

- SHARS
- Federal Impact Aid
- Indirect Costs

	Adopted 2024-25 Budget	Proposed 2025-26 Budget	Increase (Decrease)	% Increase (Decrease)
Local	\$24,417,600	\$24,342,315	(\$75,285)	-0.3%
State	\$16,907,246	\$19,811,938	\$2,904,692	17.2%
Federal	<u>\$641,018</u>	<u>\$560,000</u>	<u>(\$81,018)</u>	-12.6%
Total	\$41,965,865	\$44,714,253	\$2,748,388	6.5%



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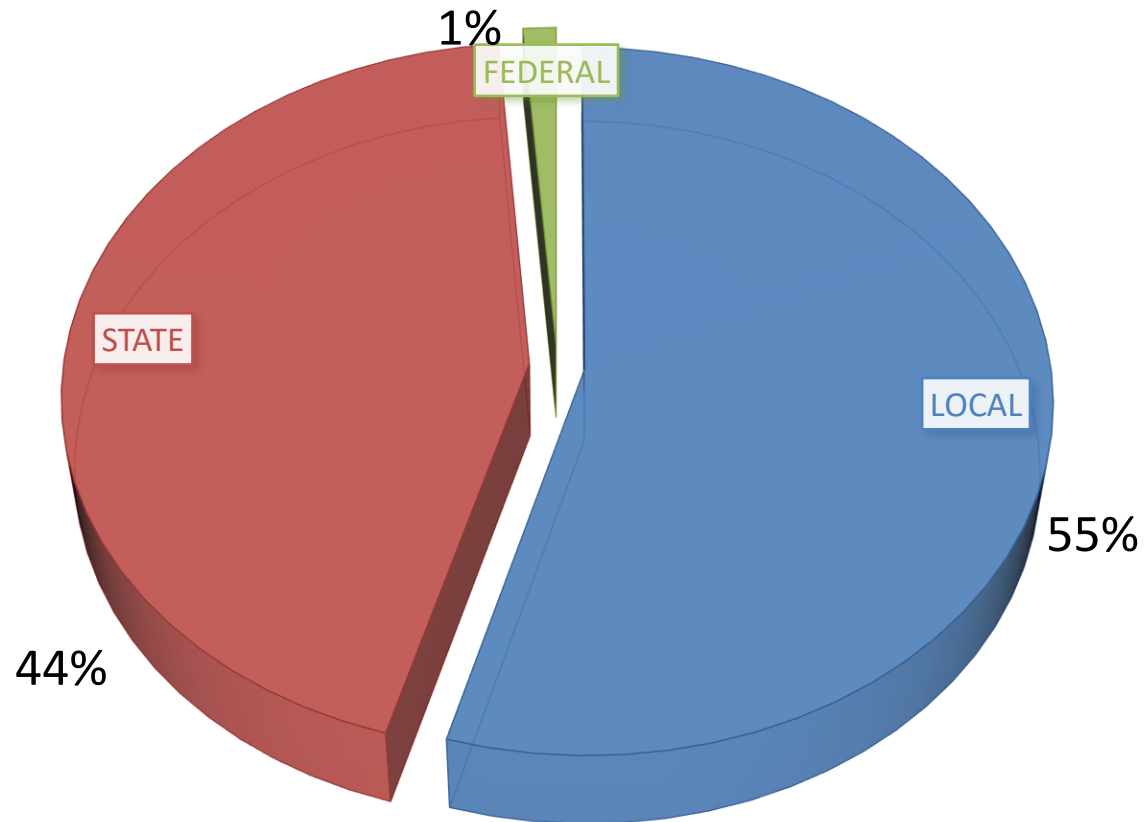
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GENERAL FUND REVENUES



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GENERAL FUND EXPENDITURES

Department	2024-25	2025-26	Increase (Decrease)	% Increase (Decrease)
Instruction (Library, Curriculum & Staff Development)	24,678,851	26,897,919	2,219,068	8.99%
Instructional Support (Instructional & Campus Leadership, Co-Curricular, Counseling, Health Services)	5,830,867	5,990,928	160,061	2.75%
General Administration (HR, Business Operations, Central Admin)	1,774,838	1,821,284	46,446	2.62%
District Operations (Transportation, Facilities, Utilities, Technology, Security, Insurance)	9,712,049	9,707,245	(4,804)	-0.05%
Debt Services (Lease Payment)	0	760,430	760,430	100%
Other (Payment to Fiscal Agent and Other Intergovernmental Chargers)	<u>326,700</u>	<u>358,900</u>	<u>32,200</u>	9.86%
Total	42,323,305	45,536,706	3,213,401	7.59%



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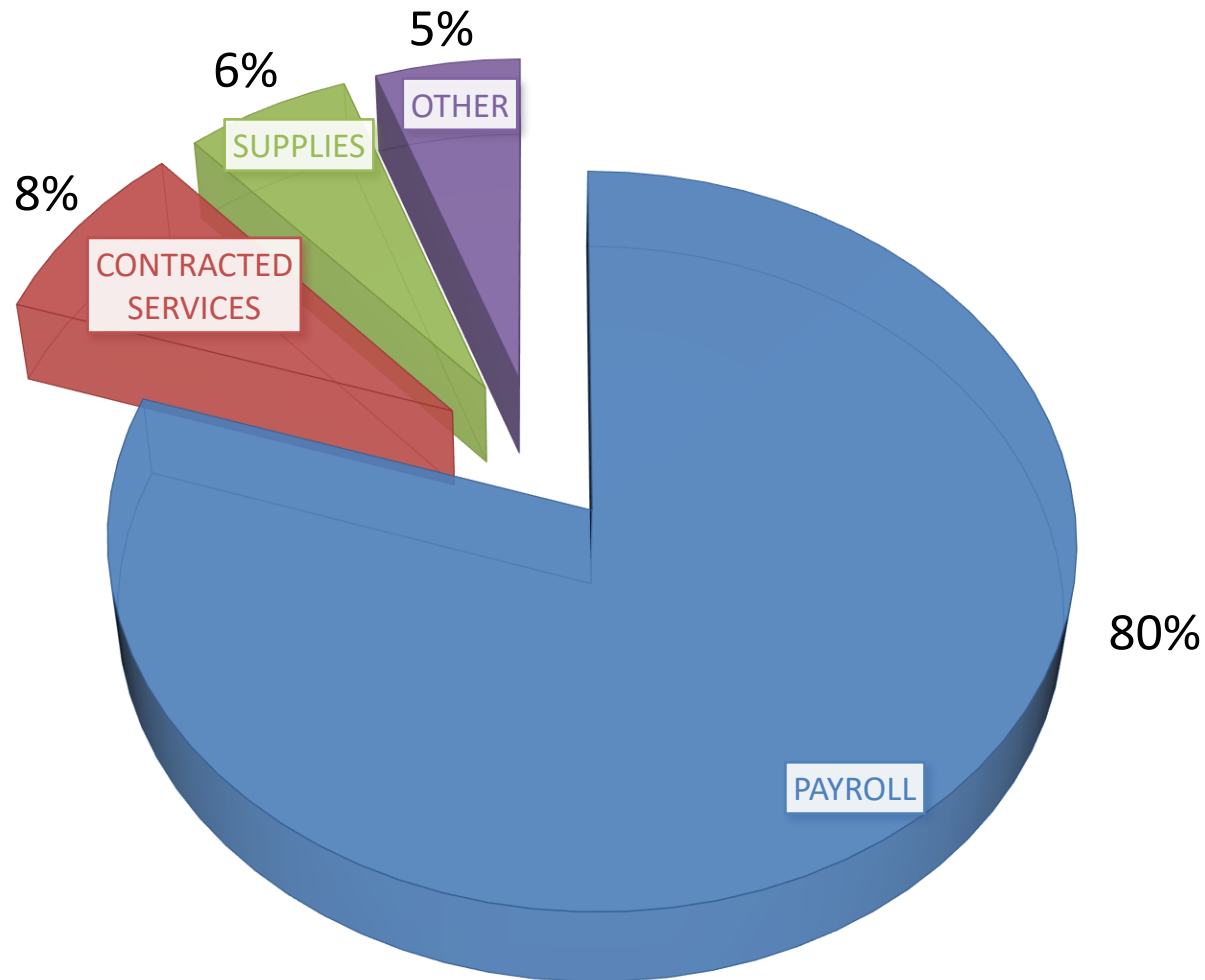
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GENERAL FUND EXPENDITURES



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General Fund Budget

	Adopted 2024-25 Budget	Proposed 2025-26 Budget	Increase (Decrease)	% Increase (Decrease)
Revenue	\$41,965,865	\$44,714,253	\$2,748,388	6.5%
Expenditure	<u>\$42,323,305</u>	<u>\$45,536,706</u>	\$3,213,401	7.6%
Increase (Decrease)	(\$357,440)	(\$822,453)		



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Child Nutrition Budget

	Adopted 2024-25 Budget	Proposed 2025-26 Budget	Increase (Decrease)	% Increase (Decrease)
Revenue	\$2,467,641	\$2,266,594	(\$201,047)	(8.15%)
Expenditure	<u>\$2,947,833</u>	<u>\$2,441,484</u>	(\$506,349)	(17.18%)
Increase (Decrease)	(\$480,192)	(\$174,890)		



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Debt Service Budget

	Adopted 2024-25 Budget	Proposed 2025-26 Budget	Increase (Decrease)	% Increase (Decrease)
Revenue	\$17,713,412	\$18,346,437	\$633,025	3.57%
Expenditure	<u>\$17,711,443</u>	<u>\$18,345,069</u>	\$633,626	3.58%
Increase (Decrease)	\$1,969	\$1,368		



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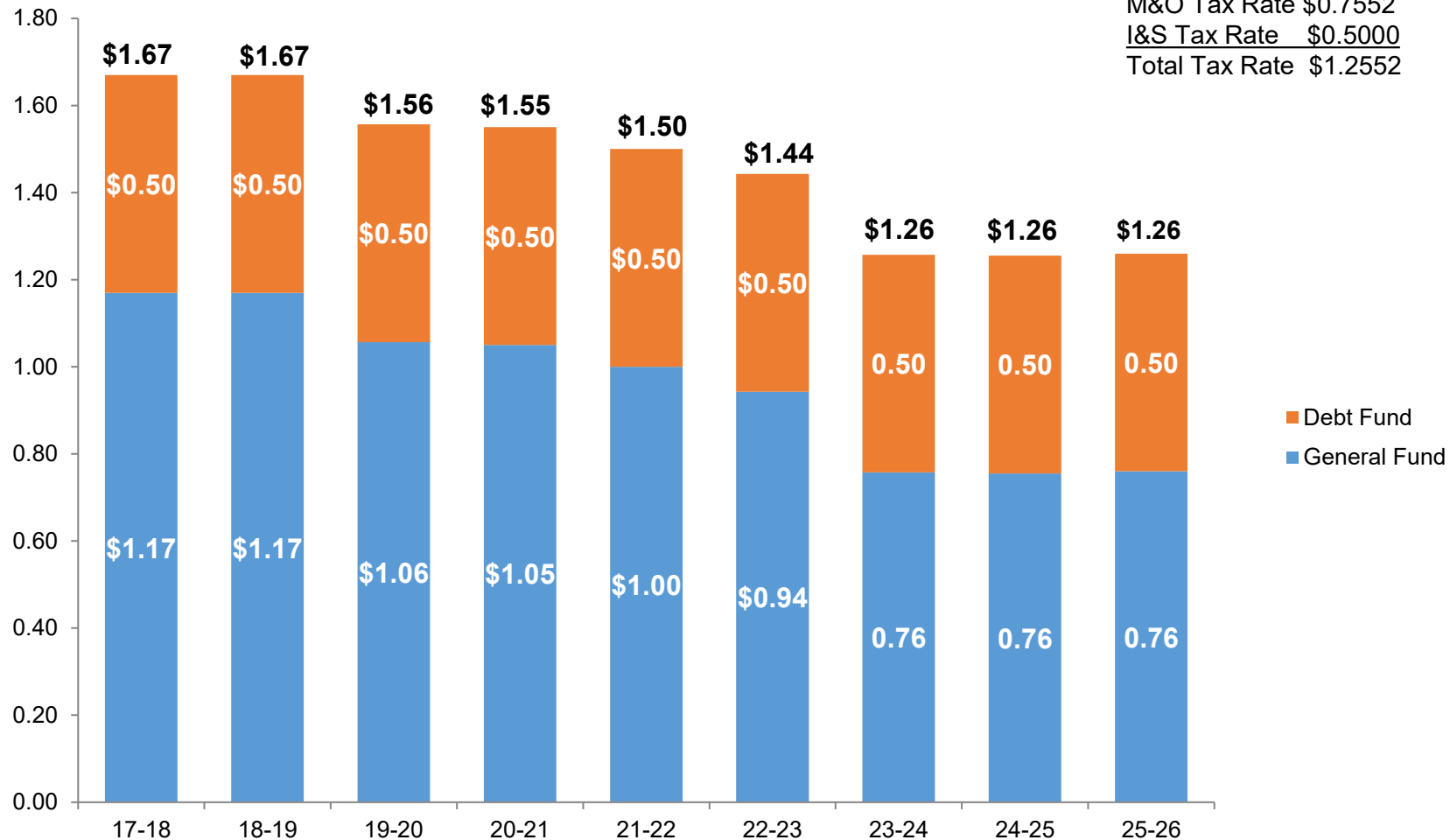
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Tax Rate

Proposed Tax Rate

M&O Tax Rate \$0.7552
I&S Tax Rate \$0.5000
Total Tax Rate \$1.2552



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Compensatory Education budget

Function	2025-26 Budget
Instruction	\$847,450
Curriculum and Staff Development	408,091
School Leadership	<u>16,266</u>
Total	\$1,271,807



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PUBLIC BUDGET AND TAX RATE NOTICE

- A notice of the Budget and Proposed Tax Rate Meeting must be published in a daily, weekly, or biweekly newspaper.
- The notice must be published no earlier than the 30th day or later than the 10th day before the hearing date.
- Public Meeting - August 25, 2025
- Proposed Total Tax Rate

General Fund Tax Rate	\$.7552
Debt Service Tax Rate:	<u>\$.5000</u>
Total Proposed Tax Rate	\$ 1.2552

The proposed tax rate represents the same tax rate as the previous year.



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Any Questions?





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LAKE DALLAS

Independent School District



**LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
COMBINED BUDGET SUMMARY
2025-26 School Year**

Revenue Sources	General Fund	Food Service	Debt Service	Memorandum Total
Local and Intermediate Revenues	\$24,342,315	\$802,403	\$15,498,058	\$40,642,776
State Program Revenues	19,811,938	52,533	2,848,379	22,712,850
Federal Program Revenues	560,000	1,411,658	-	1,971,658
Total Budgeted Revenue Sources	\$44,714,253	\$2,266,594	\$18,346,437	\$65,327,284
Total Expenditures				
Instruction	\$25,557,643	-	-	\$25,557,643
Instruction Resources & Media Services	476,934	-	-	476,934
Curriculum/Instructional Staff Dvlpmnt.	861,342	-	-	861,342
Instructional Leadership	691,665	-	-	691,665
School Leadership	2,320,726	-	-	2,320,726
Guidance and Counseling Services	1,336,939	-	-	1,336,939
Social Work Services	-	-	-	-
Health Services	377,771	-	-	377,771
Student Transportation	1,640,212	-	-	1,640,212
Food Services	-	2,441,484	-	2,441,484
Co-Curricular Extracurricular Activities	1,263,827	-	-	1,263,827
General Administration	1,821,284	-	-	1,821,284
Plant Maintenance & Operations	6,104,540	-	-	6,104,540
Security & Monitoring Services	792,935	-	-	792,935
Data Processing Services	1,169,558	-	-	1,169,558
Debt Services	760,430	-	18,345,069	19,105,499
Facilities Acquisition and Construction	14,000	-	-	14,000
Payments to Fiscal Agents	6,500	-	-	6,500
Other Intergovernmental Charges	340,400	-	-	340,400
Total Appropriated Expenditures	\$45,536,706	\$2,441,484	\$18,345,069	\$66,323,259
Budgeted Increase (Decrease)	(\$822,453)	(\$174,890)	\$1,368	(\$995,975)

**LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
GENERAL FUND
2025-26 School Year**

Revenue Sources	2024-25 Budget	2025-26 Budget	Increase/ Decrease	% Change
Local and Intermediate Revenues	\$24,417,600	\$24,342,315	(\$75,285)	-0.31%
State Program Revenues	16,907,246	19,811,938	2,904,692	17.18%
Federal Program Revenues	641,018	560,000	(81,018)	-12.64%
Total Budgeted Revenue Sources	\$41,965,865	\$44,714,253	\$2,748,388	6.55%
 Total Expenditures				
Instruction	\$23,426,370	\$25,557,643	\$2,131,273	9.10%
Instruction Resources & Media Services	464,550	476,934	12,384	2.67%
Curriculum/Instructional Staff Dvlpmnt.	781,431	861,342	79,911	10.23%
Instructional Leadership	677,367	691,665	14,298	2.11%
School Leadership	2,269,025	2,320,726	51,701	2.28%
Guidance and Counseling Services	1,344,332	1,336,939	(7,393)	-0.55%
Social Work Services	-	-	-	-
Health Services	366,863	377,771	10,908	2.97%
Student Transportation	1,714,191	1,640,212	(73,979)	-4.32%
Co-Curricular Extracurricular Activities	1,173,280	1,263,827	90,547	7.72%
General Administration	1,781,338	1,821,284	39,946	2.24%
Plant Maintenance & Operations	5,737,573	6,104,540	366,967	6.40%
Security & Monitoring Services	977,325	792,935	(184,390)	-18.87%
Technology Services	1,268,960	1,169,558	(99,402)	-7.83%
Debt Services	0	760,430	760,430	100.00%
Facilities Acquisition and Construction	14,000	14,000	-	0.00%
Payments to Fiscal Agents	6,500	6,500	-	0.00%
Other Intergovernmental Charges	320,200	340,400	20,200	6.31%
Total Appropriated Expenditures	\$42,323,305	\$45,536,706	\$3,213,401	7.59%
Budgeted Increase (Decrease)	(\$357,440)	(\$822,453)		

**LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
CHILD NUTRITION
2025-26 School Year**

Revenue Sources	<u>2024-25</u> <u>Budget</u>	<u>2025-26</u> <u>Budget</u>	<u>Increase/ Decrease</u>	<u>% Change</u>
Local and Intermediate Revenues	\$610,067	\$802,403	\$192,336	31.53%
State Program Revenues	43,128	52,533	9,405	21.81%
Federal Program Revenues	1,814,446	1,411,658	(402,788)	-22.20%
Total Budgeted Revenue Sources	<u>\$2,467,641</u>	<u>\$2,266,594</u>	<u>(\$201,047)</u>	<u>-8.15%</u>
Total Expenditures				
Payroll	\$953,006	\$1,004,862	\$51,856	5.44%
Professional and Contracted Services	29,000	40,000	11,000	37.93%
Supplies and Materials	1,529,196	1,392,675	(136,521)	-8.93%
Other Operating Expenditures	4,324	3,947	(377)	-8.72%
Capital Outlay	432,307	0	(432,307)	-100.00%
Total Appropriated Expenditures	<u>\$2,947,833</u>	<u>\$2,441,484</u>	<u>(506,349)</u>	<u>-17.18%</u>
Budgeted Increase (Decrease)	<u>(\$480,192)</u>	<u>(\$174,890)</u>		

**LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
DEBT SERVICE
2025-26 School Year**

Revenue Sources	<u>2024-25</u> <u>Budget</u>	<u>2025-26</u> <u>Budget</u>	<u>Increase/ Decrease</u>	<u>% Change</u>
Local Sources	\$16,040,494	\$15,498,058	(\$542,436)	-3.38%
State Sources	1,672,918	2,848,379	1,175,461	70.26%
Total Budgeted Revenue Sources	<u>\$17,713,412</u>	<u>\$18,346,437</u>	<u>\$633,025</u>	<u>3.57%</u>
 Expenditures				
Debt Service	\$17,711,443	\$18,345,069	\$633,626	3.58%
Total Appropriated Expenditures and Other Uses	<u>\$17,711,443</u>	<u>\$18,345,069</u>	<u>\$633,626</u>	<u>3.58%</u>
 Budgeted Increase (Decrease)	 \$1,969	 \$1,368		

8.A. Efficient Operations: Lake Dallas ISD 2024 and 2025 Accountability Ratings

Presenter: Dr. Kelly O'Sullivan, Deputy Superintendent

Event: LDISD Board of Trustees Meeting

Date: August 25, 2025



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT

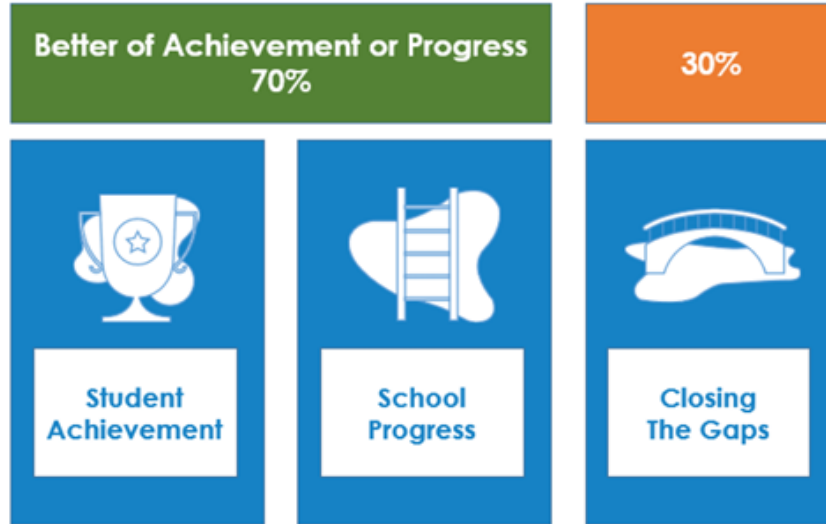


EFFICIENT OPERATIONS



TEA Accountability Rating System

Measures district and campus performance in multiple domains.



Student Achievement – STAAR performance, graduation, and postsecondary readiness

School Progress – Growth in student performance year over year

Closing the Gaps – Focus on outcomes for all student groups



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



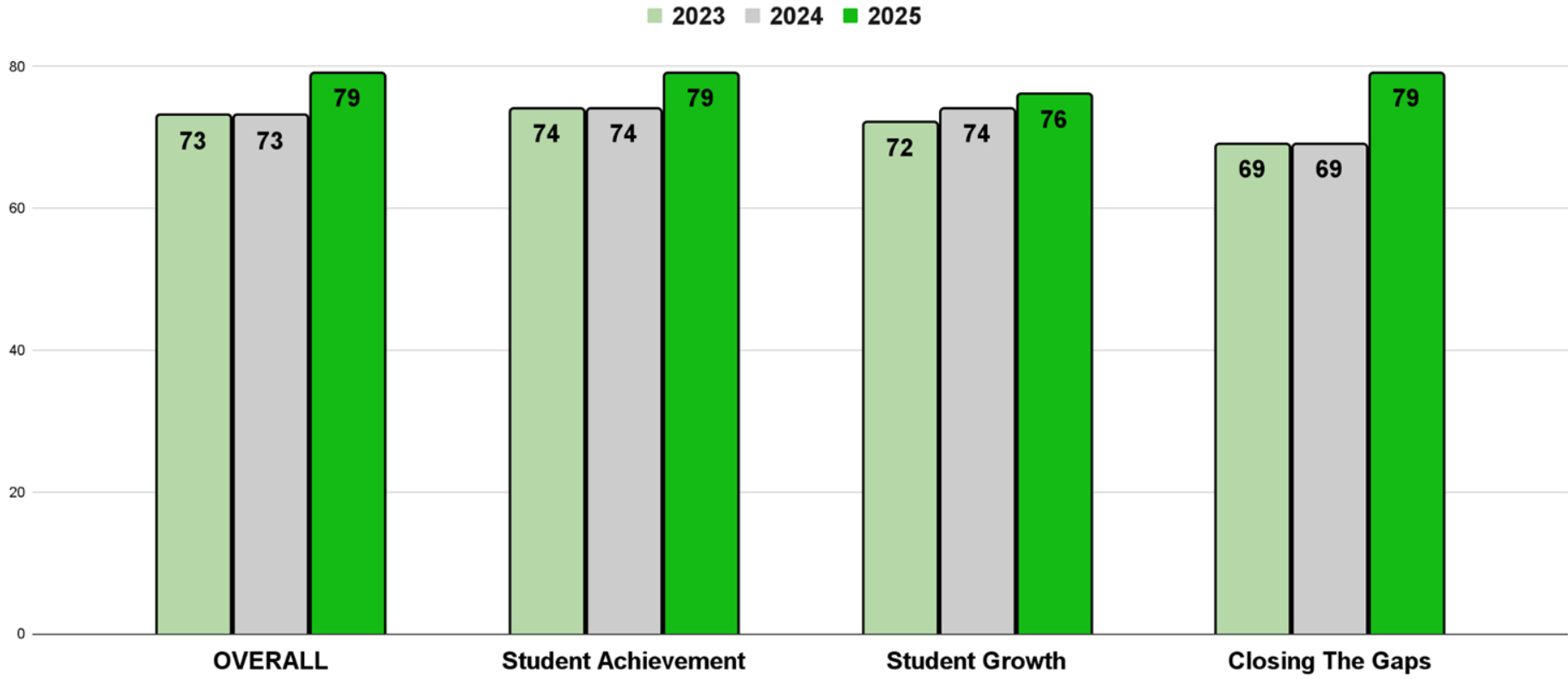
FACULTY & STAFF
ENGAGEMENT



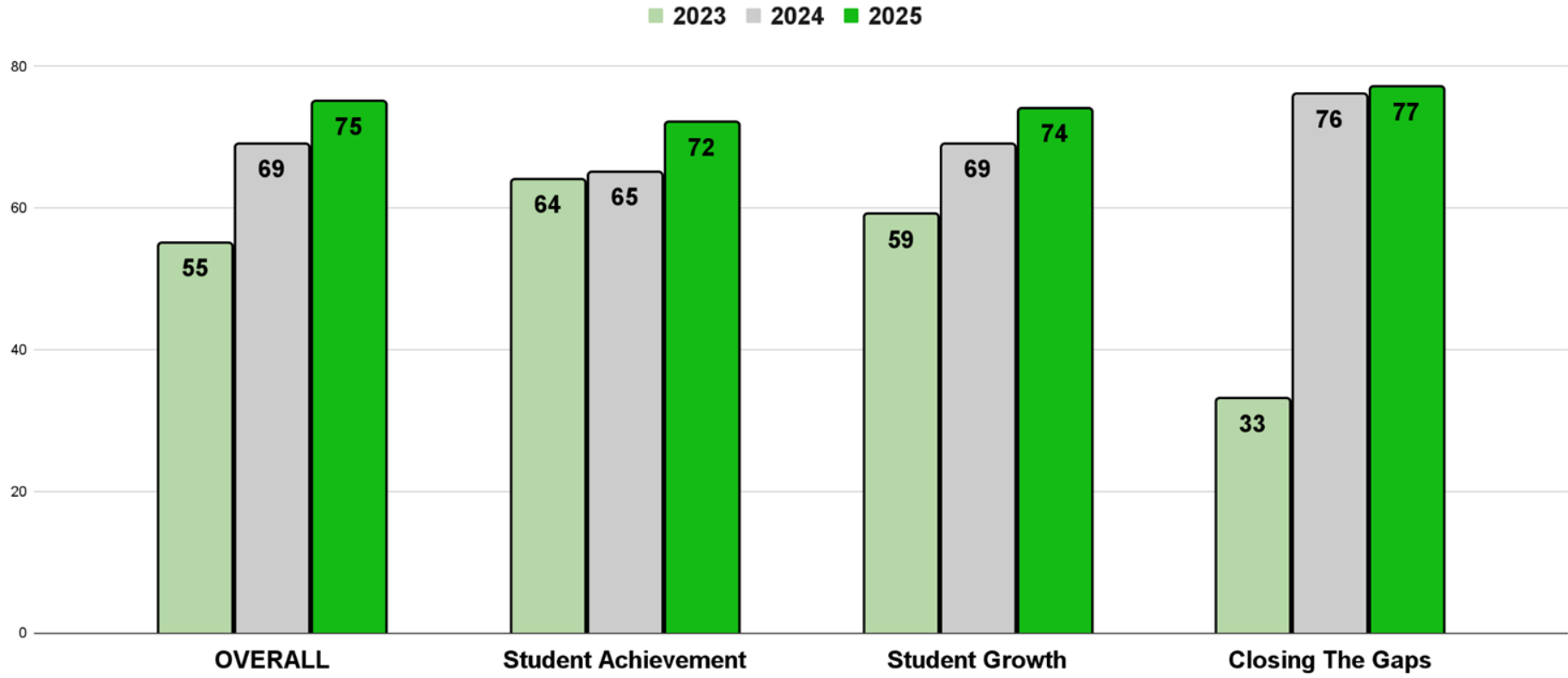
EFFICIENT OPERATIONS



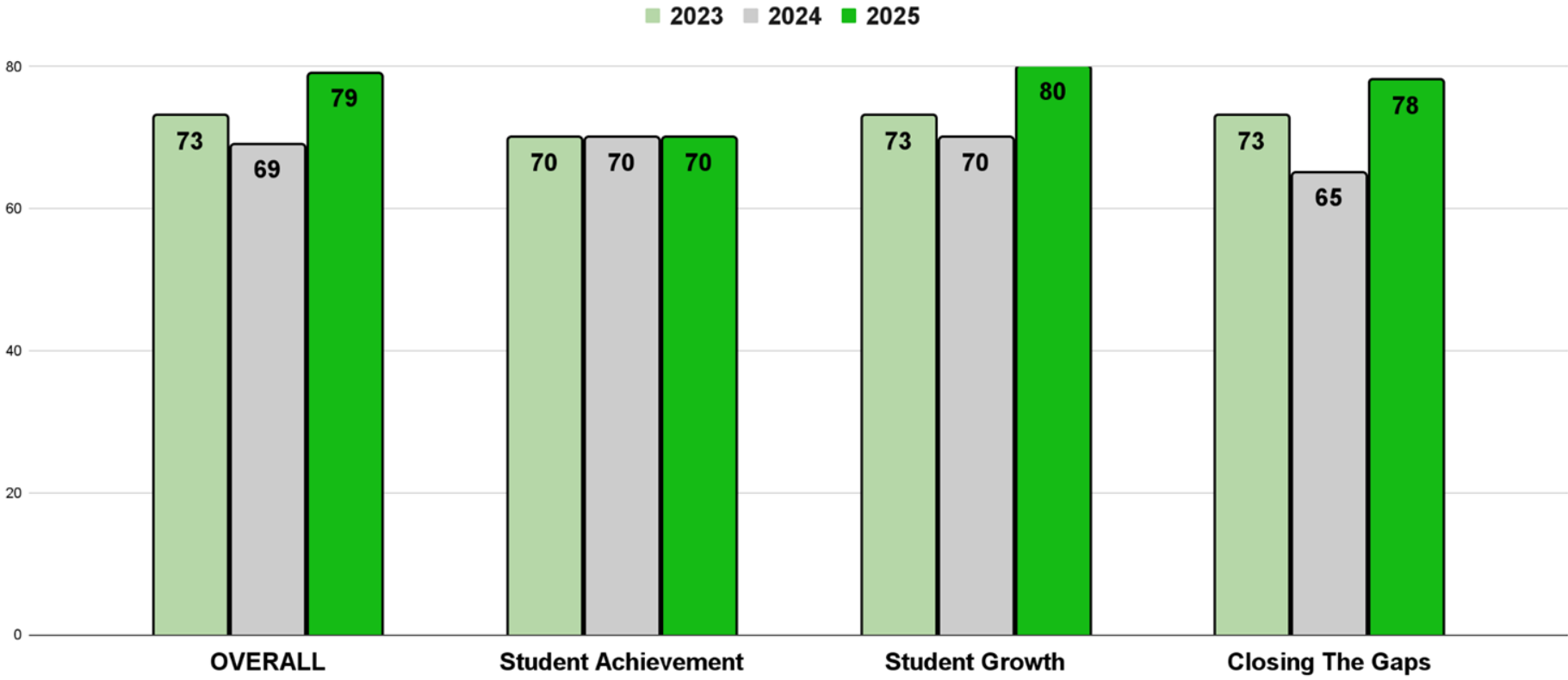
Lake Dallas ISD Accountability Ratings



Corinth Elementary Accountability Ratings

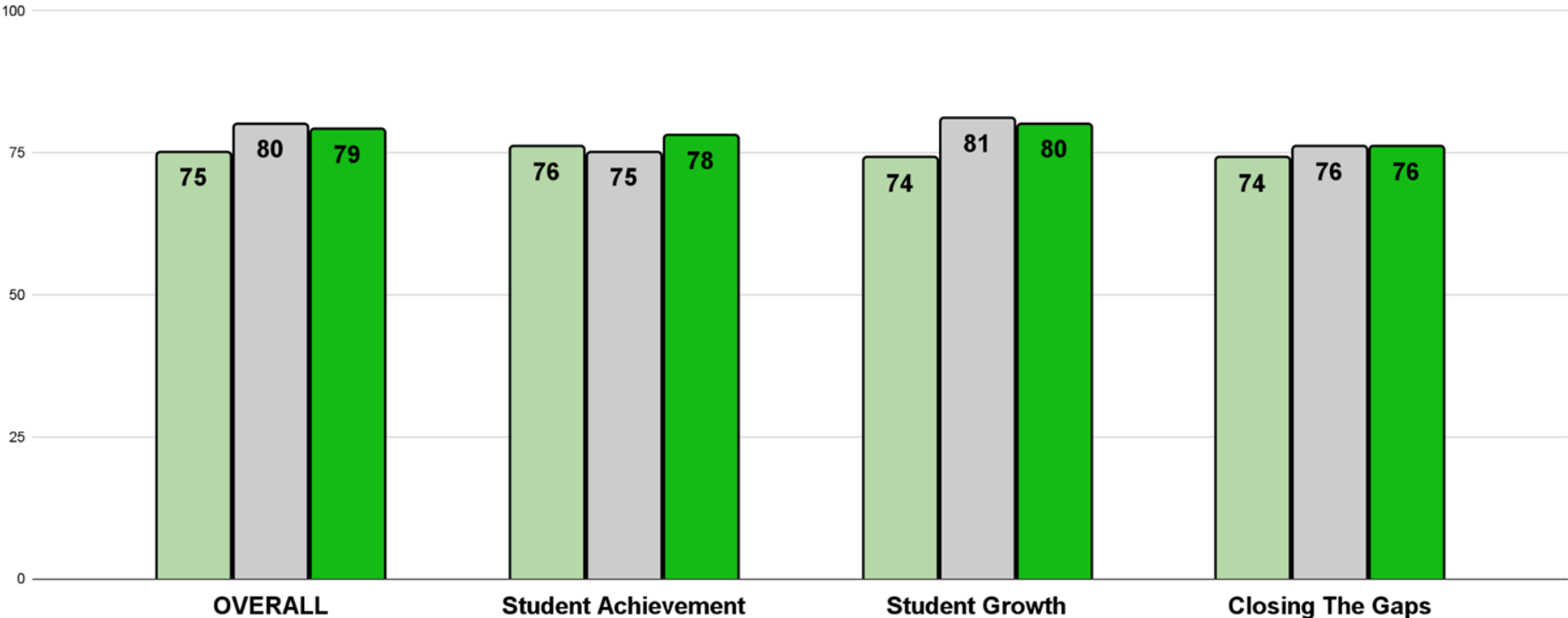


Lake Dallas Elementary Accountability Ratings

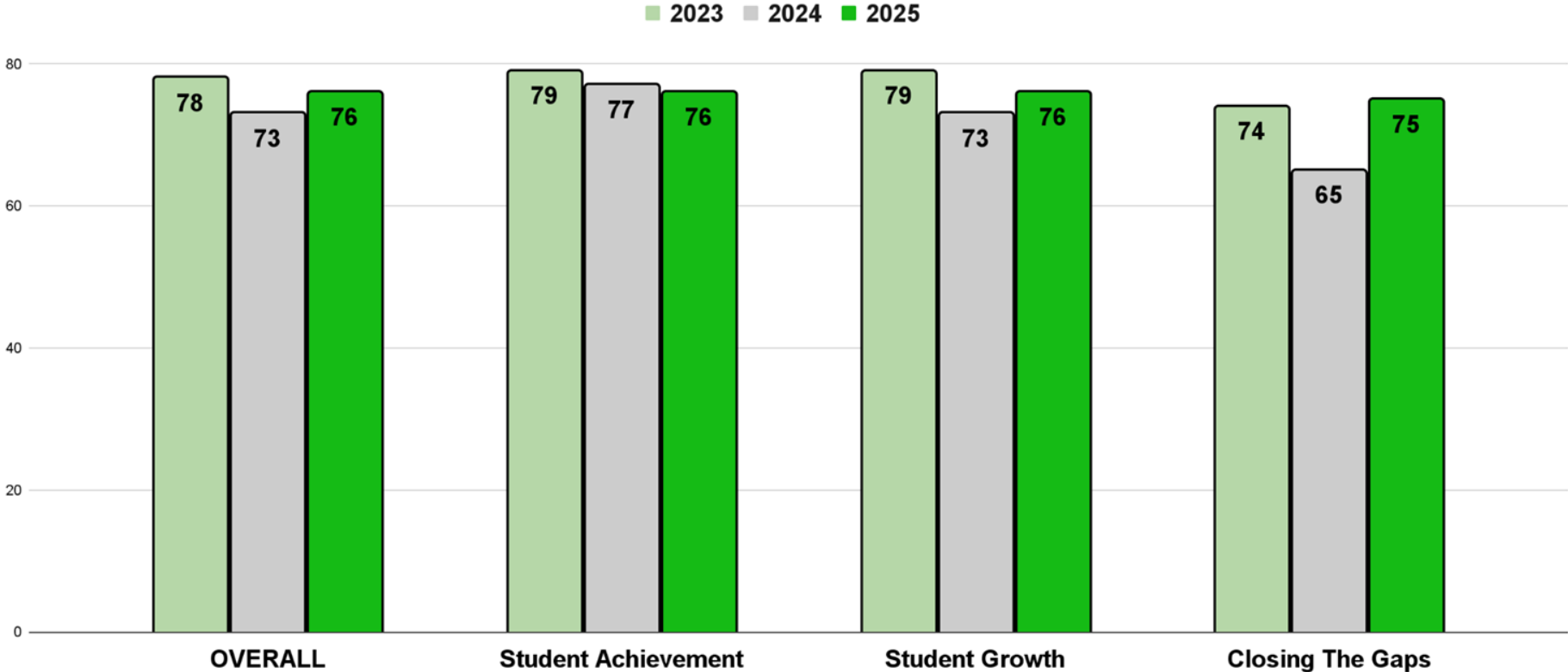


Shady Shores Elementary Accountability Ratings

2023 2024 2025



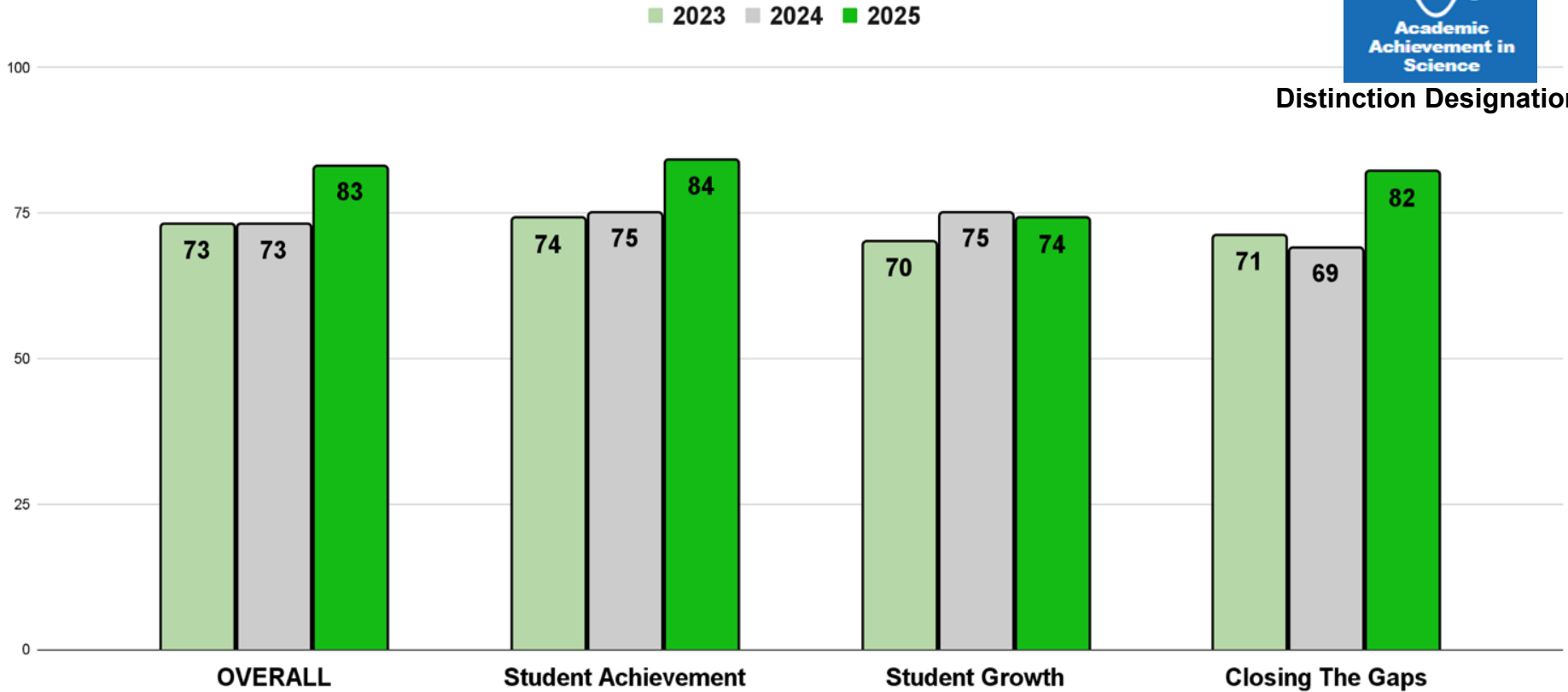
Lake Dallas Middle School Accountability Ratings



Lake Dallas High School Accountability Ratings



Distinction Designation



Next Steps:

Focus on Math

- High Quality Instructional Materials
- Professional Development
- Tier 1 Instruction & Intervention

Focus on Reading

- Early Literacy
- High Quality Instructional Materials
- TEKS aligned curriculum

CCMR

- Increasing Industry Based Certification opportunities
- SAT/ACT, TSIA and AP Preparation
- College Prep Course Participation



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS





STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



8.B.

Efficient Operations:

Lake Dallas ISD District and Campus Improvement Plans

Presenter: Dr. Kelly O'Sullivan, Kerri Blevins, Jennifer Bryant, Ashley Fay, Jessica Bovan and Dr. Colleen Grindle

Event: LDISD Board of Trustees Meeting

Date: August 25, 2025





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.

PRIORITIES



STUDENT SUCCESS

- OBJECTIVES
- 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

#FalconsFirst

Vision: *Small School Atmosphere, Big School Opportunities*

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

Board Approved: June 2022



STUDENT SUCCESS



PARENT & FAMILY/ COMMUNITY SUPPORT



FACULTY & STAFF ENGAGEMENT



EFFICIENT OPERATIONS



PRIORITY 1: STUDENT SUCCESS

- By May 2026, Lake Dallas ISD students will increase achievement in Math and Reading by 5%.
- By May 2026, the percentage of Emergent Bilingual students who advance in all proficiency levels of Reading, Speaking, Listening and Writing as measured by 2026 TELPAS, will increase by 5%.



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



PRIORITY 1: STUDENT SUCCESS

- By May 2026, SSE students will increase achievement in Math, Reading, and Science by 5%.
- By May 2026, the percentage of Emergent Bilingual students who advance at least one proficiency level as measured by 2025 TELPAS will increase by 5%.



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS





STUDENT SUCCESS



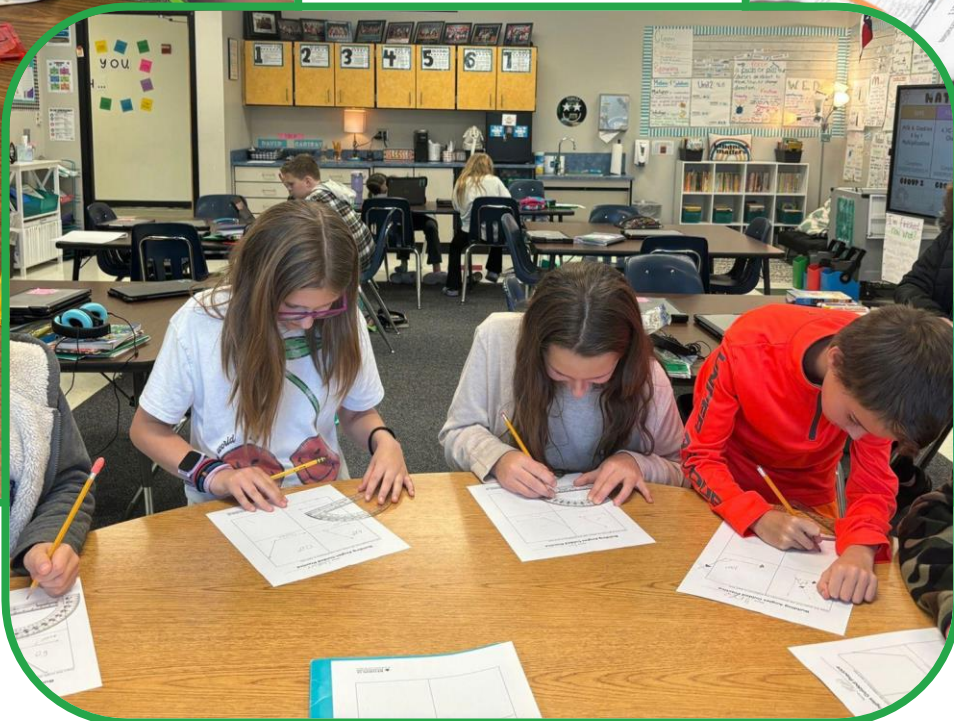
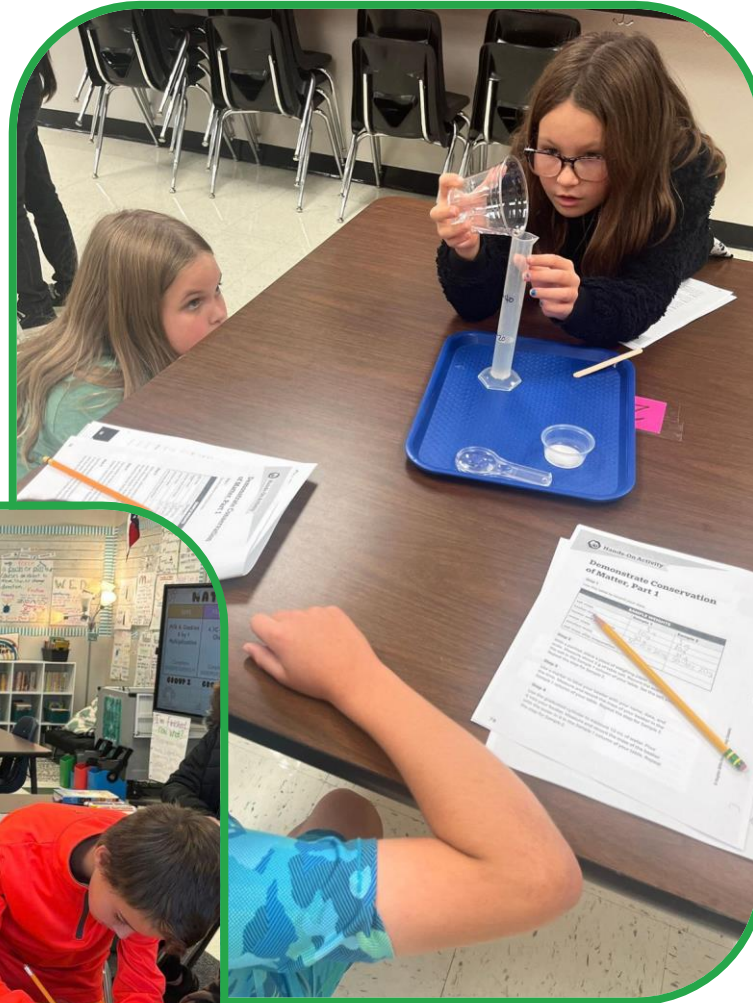
PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



PRIORITY 1: STUDENT SUCCESS

- By May 2026, LDHS will have at least a 5% increase in meets and masters on English I, English II and Algebra End of Course Assessments.
 - Targeted progress monitoring and planning through PLC time
 - 9 week summative assessments over essential standards in all core areas



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



PRIORITY 1: STUDENT SUCCESS

By May 2026, LDHS will ensure that 95% of the Class of 2026 will meet CCMR criteria.

- IBC Certifications
- TSIA/SAT/ACT opportunities
- Intentional tracking of student certifications and scores



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



Priority 2: Faculty & Staff Engagement RETENTION & RECRUITMENT

- LDISD will actively recruit certified and qualified individuals to serve students in the District throughout the 2025-26 school year to fill vacancies and prepare for the 2026-2027 school year.
- LDISD will continue to increase the percentage of staff retained into the following school year.



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



Priority 2: Faculty & Staff Engagement RETENTION & RECRUITMENT

- LDMS: By May 2026, LDMS will retain 90% of staff for the 2026-2027 school year.
- LDMS: Beginning August 2025, LDMS will provide a mentor and training for all new-to-teaching teachers and a buddy for experienced teachers who are new to the campus to support onboarding and integration into school culture and procedures.
- LDMS: LDMS will provide relevant staff development to all staff during the school year.



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS





STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



Priority 2: Faculty & Staff Engagement

PROFESSIONAL DEVELOPMENT

- LDISD faculty and staff will have the opportunity to contribute to the continuous improvement process through surveys, committees, PLCs, coaching cycles and professional development from July 2025 - May 2026.
- For the 2025 - 2026 school year, LDISD will implement a district plan for professional development for all staff.



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



Priority 2: Faculty & Staff Engagement

PROFESSIONAL DEVELOPMENT

- CE: Campus administrators will utilize classroom walkthrough and observation data to provide intentional, specific professional development.
- CE: Between August 2025 and May 2026, CE will offer staff members at least two opportunities to observe their colleagues on campus, allowing them to acquire insights into best teaching practices.



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



Priority 2: Faculty & Staff Engagement CELEBRATIONS

- LDISD will hold celebrations and recognitions monthly to recognize teachers and staff from August 2025-May 2026.



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



Priority 2: Faculty & Staff Engagement CELEBRATIONS

- CE: By May 2026, CE will retain 90% of staff for the 2026-2027 school year.



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



Priority 2: Faculty & Staff Engagement CELEBRATIONS



Robin Reeves recognized Vanessa Seawright
04/01/2025

Thank you for helping the sub while I was gone.

265 My Points +1 Points this Week +0 Spotlights

Log an Activity

Q Search...

- Aiding a Teammate >
- Aiding a Teammate >
- Demonstration of Kindness or Compassion >
- Education Excellence and Innovation >
- Extracurricular Event Participation >

VS

In the spotlight for Teamwork.
Vanessa Seawright

MONTHLY DRAFT PICK

Use the google form to nominate a staff member who is deserving of the "Game Changer" award.

Game Changer prize includes:

- Signing the 2025-2026 MVP Ball
- Recognition in the school newsletter
- "Name in lights" on school marquee
- Parking spot in front for the next month
- A custom "tailgate" basket including:
 - A "Timeout" pass (one covered duty)
 - A "Hydration" pass (one Sonic drink)



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



PRIORITY 3: PARENT & FAMILY/COMMUNITY SUPPORT

- LDISD will engage in ongoing communication with parents and community during the 2025-2026 school year.
- LDISD will increase engagement and learning opportunities for parents and community through campus and district events.



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



PRIORITY 3: PARENT & FAMILY/COMMUNITY SUPPORT

- LDE: By May 2026, LDE will increase engagement participation in parent/community communication during the 2025-2026 school year by 5%.
- By May 2026, LDE will increase the Measurable Results Assessment (MRA) percentage in family and community engagement by 5%.



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS





Lake Dallas Elementary School

August 9, 2025

[Read More](#)

Lake Dallas Elementary School
Published by Diana Calderon · August 11 at 8:55 PM ·

What an amazing Meet the Teacher Night at Lake Dallas Elementary! We loved seeing all our students and families—it was a great way to kick off the school year. We can't... [See more](#)

A collage of four photographs showing students and families at a "Back to School" event. The photos feature "BACK TO SCHOOL" signs decorated with colorful pencils and balloons. One photo shows a boy and a girl standing in front of a sign. Another photo shows a girl standing in front of a sign. A third photo shows a girl standing in front of a sign. A fourth photo shows a girl standing in front of a sign with "+19" written on it.

[See insights and ads](#) [Boost post](#)

40

[Like](#) [Comment](#) [Share](#)

[Comment as Lake Dallas Elementary School](#)

- "Mrs. Anaya is always going above and beyond for our little one we are so blessed to have her!"
- "Mrs. Rimling and Ms. Charamkattu are always working hard to do the best for the kids."
- "Thankful for Ms. Schmidt renewing my daughters love for going to the library! She comes home and talks about the fun books she can check out, and how fun Ms. Schmidt is."
- "Ms. AUSTIN. Math scores have been consistently above average"
- "Ms. Austin, Coach V, Ms. Anderson, and Ms. Blevins have all gone above and beyond for my child."



PRIORITY 3: PARENT & FAMILY/COMMUNITY SUPPORT

- LDHS: By May 2026, LDHS will increase engagement participation in parent/community communication during the 2025–2026 school year by 5%.



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



PRIORITY 3: PARENT & FAMILY/COMMUNITY SUPPORT

LDHS Newsletter:
Falcon Focus



Weekly Falcon Focus



English

[English I](#)

[English I Honors](#)

[English II](#)

[English II Honors](#)

[AP English IAP LitV](#)

[ESOL](#)

[English III](#)

[AP English III](#)

[English IV](#)

[Business English](#)

Math

[Algebra I](#)

[Geometry](#)

[Geometry Honors](#)

[Algebra II](#)

[Algebra II Honors](#)

[Algebraic Reasoning](#)

[Pre-Calculus](#)

[Pre-Calculus Honors](#)

[Stats and Business](#)

[Statistics AP](#)

[AP Calculus](#)

[Independent Studies](#)



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



PRIORITY 3: PARENT & FAMILY/COMMUNITY SUPPORT

LDHS: Targeted focus on educating 8th grade students and parents on programs of study each quarter.



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



PRIORITY 3: PARENT & FAMILY/COMMUNITY SUPPORT

LDHS: Celebrating Student Success
Falcon and Student of the Month
sponsored by Frost Bank



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS





STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS

Any Questions?





STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS

LAKE DALLAS

Independent School District



Minutes of Regular Meeting

The Board of Trustees

Lake Dallas Independent School District

A Regular Meeting of the Board of Trustees of Lake Dallas Independent School District was held Monday, August 11, 2025, beginning at 6:00 PM at 104 Swisher Rd., Lake Dallas, TX 75065.

PRESENT: President Lance Stacy, Vice President Ginger Collier, Trustees Scott Baird, Bruce Smith, Greg Bartley and Superintendent Dr. Kristin N. Brown

Absent: Secretary Mark Tucker, Trustee Aaron Appleby

1. Call to Order, Roll Call, and Establishment of Quorum – 6:00 PM

2. Moment of Silence and Pledges of Allegiance

President Lance Stacy led the moment of silence. The pledges of allegiance were led by Mollie Avelino, Chief of Staff.

3. Executive Session

The open session of the meeting adjourned at 6:01 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).

The Board reconvened to open session at 6:36 pm.

4. Public Comment

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

No one signed up to speak to the Board

5. Information Items

A. Parent & Family/Community Support: SHAC Membership and Annual Report

John Modica, Chief Operations Officer, presented the School Health Advisory Council (SHAC) Membership and Annual Report. The presentation highlighted the background and purpose of the committee along with their requirements.

B. Efficient Operations: Budget Update

Anne Haehn, CFO, gave an update on the status of the General Fund Revenue and Expenditures, Child Nutrition budget, and Debt Service budget.

C. Efficient Operations: Bond Update

Anne Haehn, CFO, presented information pertaining to the sale of the Districts Unlimited Tax Refunding Bonds.

On Tuesday, July 22, 2025, the District sold its Unlimited Tax Refunding Bonds, Series 2025. As a result, the interest rate on the District's bonds were successfully reduced from 4.55% to 3.83%. LDISD's actual savings totaled \$4,832,418.

D. Efficient Operations: 2025-2026 Student Handbook

John Modica, Chief Operations Officer, gave an update on the summary of changes that will affect the 2025-2026 Student handbook.

E. Efficient Operations: Construction Update

Wes Eversole, Construction Project Specialist, gave an update on the high school renovations.

6. **CONSENT AGENDA ITEM**

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 Ginger Collier and SECONDED by Bruce Smith to approve the Consent Agenda as presented.

- A. **Consideration/Approval of the Minutes of the July 21, 2025, Regular Meeting**
- B. **Consideration/Approval of Monthly Financial Statements**
- C. **Consideration/Approval of Budget Amendment #6**
- D. **Consideration/Approval of Unsolicited Donations to Lake Dallas ISD**
- E. **Consideration/Approval of Lake Dallas ISD Board Operating Procedures**
- F. **Consideration/Approval of ESC 11 Contracted Services Agreement**
- G. **Consideration/Approval of Extracurricular Activities for Absences**
- H. **Consideration/Approval of FM(Local)**
- I. **Consideration/Approval of Attendance Committees**
- J. **Consideration/Approval of SHAC Memberships to be appointed by LDISD Board of Trustees**
- K. **Consideration/Approval of 2025-2026 MOU for Denton County JJAEP**
- L. **Consideration/Approval of Updated T-TESS Appraisers**
- M. **Consideration/Approval of Updated T-PESS Appraisers**
- N. **Consideration/Approval of Adult and Visitor Breakfast and Lunch Costs for the 2025-2026 School Year**

MOTION PASSED 5-0

Lance Stacy, President – Aye
Ginger Collier, Vice President – Aye
Mark Tucker, Secretary – Absent
Trustees:
Scott Baird – Aye
Bruce Smith – Aye
Aaron Appleby – Absent
Greg Bartley – Aye

7. **ACTION ITEMS**

- A. ***Efficient Operations***: Consideration/Approval of Lake Dallas ISD District of Innovation Plan
John Modica, Chief Operations Officer, presented amendments to the District of Innovation plan for approval.

It was MOVED by Bruce Smith and SECONDED by Greg Bartley to approve the District of Innovation Plan as presented.

MOTION PASSED 5-0

Lance Stacy, President – Aye
Ginger Collier, Vice President – Aye
Mark Tucker, Secretary – Absent
Trustees:
Scott Baird – Aye
Bruce Smith – Aye
Aaron Appleby – Absent
Greg Bartley – Aye

- B. ***Efficient Operations***: Consideration/Approval of Request for Purchase of HVAC Services for Lake Dallas Independent School District Facilities
John Modica, Chief Operations Officer, presented the request for Purchase of HVAC Services for Lake

Dallas Independent School District Facilities.

It was MOVED by Scott Baird and SECONDED by Ginger Collier to approve the Request for Purchase of HVAC Services for Lake Dallas Independent School District Facilities as presented.

MOTION PASSED 5-0

Lance Stacy, President – Aye
Ginger Collier, Vice President – Aye
Mark Tucker, Secretary – Absent
Trustees:
Scott Baird – Aye
Bruce Smith – Aye
Aaron Appleby – Absent
Greg Bartley – Aye

- C. *Efficient Operations:*** Consideration/Approval of Request for Purchase of Landscaping Services for Lake Dallas Independent School District Facilities
John Modica, Chief Operations Officer, presented the request for Purchase of Landscaping Services for Lake Dallas Independent School District Facilities.

It was MOVED by Bruce Smith and SECONDED by Scott Baird to approve the Request for Purchase of Landscaping Services for Lake Dallas Independent School District Facilities as presented.

MOTION PASSED 5-0

Lance Stacy, President – Aye
Ginger Collier, Vice President – Aye
Mark Tucker, Secretary – Absent
Trustees:
Scott Baird – Aye
Bruce Smith – Aye
Aaron Appleby – Absent
Greg Bartley – Aye

- D. *Efficient Operations:*** Consideration/Approval of Authorization to Publish the Proposed Budget, Tax Rate and the Notice of Public Meeting to Discuss Budget and Tax Rate for the 2025-2026 School Year
Anne Haehn, CFO, presented the Authorization to Publish the Proposed Budget, Tax Rate and the Notice of Public Meeting to Discuss Budget and Tax Rate for the 2025-2026 School Year.

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

- A notice of the Budget and Proposed Tax Rate Meeting must be published in a daily, weekly, or biweekly newspaper. The notice must be published no earlier than the 30th day or later than the 10th day before the hearing date.
- The Finance Department will prepare the Truth in Taxation documents necessary for the published notice.
- LDISD will publish the Proposed Tax Rate and Notice for the Public Meeting to be held on August 25, 2025, in the Denton Record-Chronicle.

LDISD has submitted the following to the Texas Education Agency through the Local Property Value Study:

- The Denton County Appraisal District provides an estimate of taxable values.

- Denton County assists in the calculation of the tax notice and will be providing it to us.

The proposed tax rate is \$1.2552, which is the same as last year's adopted tax rate of \$1.2552.

It was MOVED by Bruce Smith and SECONDED by Greg Bartley to approve to authorize the publishing of the proposed tax rate not to exceed \$1.2552 and the Notice of Public Meeting to Discuss the Budget and Tax Rate for the 2025-26 school year, which is scheduled to be held on August 25, 2025.

MOTION PASSED 5-0

Lance Stacy, President – Aye
Ginger Collier, Vice President – Aye
Mark Tucker, Secretary – Absent
Trustees:
Scott Baird – Aye
Bruce Smith – Aye
Aaron Appleby – Absent
Greg Bartley – Aye

- E. ***Efficient Operations:*** Consideration and/or Action to Approve an Agreement for the Purchase of Attendance Credit (Option 3 Agreement) and to Delegate Contractual Authority to the Superintendent
Anne Haehn, CFO, presented the item to consider the approval of an Agreement for the Purchase of Attendance Credit (Option 3 Agreement) and to Delegate Contractual Authority to the Superintendent.

Pursuant to Texas Education Code (TEC),¹ §§48.257 and 49.004, The Texas Education Agency has notified the district that Lake Dallas ISD's Tier One local share under TEC, §48.256, will exceed the district's entitlement under TEC, §48.266(a)(1), less the district's distribution from the state available school fund, and/or the district's Tier Two local share described by TEC, §48.266(a)(5)(B), will exceed the amount described by TEC, §48.202(a-1)(2), for school year 2025-2026.

The Board may delegate the authority to allow the Superintendent to submit Chapter 49 documentation. With the approved delegation of responsibility, the following required language is recorded in the board motion.

It was MOVED by Ginger Collier and SECONDED by Bruce Smith for the 2025-2026 school year, we delegated contractual authority to obligate the school district under Texas Education Code (TEC) §11.1511(c)(4) to the superintendent, solely for the purpose of obligating the district under TEC, §48.257 and TEC, Chapter 49, Subchapters A and D, and the rules adopted by the commissioner of education as authorized under TEC, 49.006. This included approval of the Agreement for the Purchase of Attendance Credit, the Agreement for the Purchase of Attendance Credit (Netting Chapter 48 Funding) or the Agreement for Purchase of Attendance Credit and Netting Chapter 48 Funding.

MOTION PASSED 5-0

Lance Stacy, President – Aye
Ginger Collier, Vice President – Aye
Mark Tucker, Secretary – Absent
Trustees:
Scott Baird – Aye
Bruce Smith – Aye
Aaron Appleby – Absent
Greg Bartley – Aye

8. Calendar, Announcements & Information

A. Upcoming Meetings & Events

Dr. Kristin N. Brown, Superintendent, presented upcoming events occurring between board meetings.

9. 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.

The Board did not move to Executive Session.

10. Adjournment

The meeting was adjourned at 7:27 pm

Lance Stacy, Board President

Mark Tucker, Board Secretary

LAKE DALLAS ISD BUDGET AMENDMENT REQUEST

Number: _____
Org.: _____

FUND	FUNC	OBJECT	SUB OBJ	ORG	YR	PROG CODE	LOC	DESCRIPTION	CURRENT BUDGET	INCREASE/ (DECREASE)	PROPOSED BUDGET
EXPENDITURES											
(USE WHOLE DOLLAR AMOUNTS ONLY.)											
199	13	6219	0	999	0	99	950	Prof Services	0.00	17,000.00	17,000.00
199	33	6395	0	999	0	99	555	Supplies	0.00	9,000.00	9,000.00
199	51	6245	14	41	0	99	800	Contract Services	50,000.00	150,000.00	200,000.00
199	51	6245	14	101	0	99	800	Contract Services	17,000.00	50,000.00	67,000.00
199	51	6245	14	103	0	99	800	Contract Services	24,000.00	57,000.00	81,000.00
199	51	6245	14	905	0	99	800	Contract Services	25,000.00	70,000.00	95,000.00
199	41	6499	0	750	0	99	940	Misc Fees	0.00	40,478.00	40,478.00
199	41	6419	0	702	0	99	950	Travel Non Employee	27,000.00	32,000.00	59,000.00
199	41	6434	0	702	0	99	950	Election Expense	0.00	15,432.00	15,432.00
199	99	6213	0	703	0	99	950	Tax Collections	320,000.00	(30,000.00)	290,000.00
199	51	6245	14	105	0	99	800	Contract Services	17,000.00	22,404.00	39,404.00
199	51	6247	0	1	0	99	800	Maint and Repair	68,797.00	53,142.00	121,939.00
199	51	6247	0	103	0	99	800	Maint and Repair	25,000.00	24,590.00	49,590.00
199	11	6395	0	999	0	11	555	Supplies	0.00	100,000.00	100,000.00
199	11	6395	0	999	0	23	555	Supplies	0.00	48,470.00	48,470.00
199	34	6425	0	800	0	99	801	Property Insurance	59,573.00	17,760.00	77,333.00
199	34	6631	0	800	0	99	555	Vehicles	29,000.00	43,456.00	72,456.00
TOTAL EXPENDITURES									662,370.00	720,732.00	1,383,102.00

NET CHANGE TO FUND BALANCE (720,732.00)
+INCREASE/(DECREASE)

EXPLANATION:
Amends the budget to reflect additional professional services, supplies, AED's, HVAC repairs, prek furniture, travel, election costs, property insurance and vehicle

Processed by _____
Date: _____

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BOARD PRESIDENT	DATE

LAKE DALLAS ISD BUDGET AMENDMENT REQUEST

Number: _____
 Org.: _____

FUND	FUNC	OBJECT	SUB OBJ	ORG	YR	PROG CODE	LOC	DESCRIPTION	CURRENT BUDGET	INCREASE/ (DECREASE)	PROPOSED BUDGET
------	------	--------	------------	-----	----	--------------	-----	-------------	-------------------	-------------------------	--------------------

EXPENDITURES

(USE WHOLE DOLLAR AMOUNTS ONLY)

599	71	6511	0	999	0	99	0	Bond Principal	5,292,258.00	607,343.00	5,899,601.00
599	71	6523	0	999	0	99	0	Interest on Debt	12,393,298.00	(592,120.00)	11,801,178.00
599	71	6599	0	999	0	99	0	Other Fees	11,000.00	10,000.00	21,000.00
TOTAL EXPENDITURES									17,696,556.00	25,223.00	17,721,779.00

NET CHANGE TO FUND BALANCE (25,223.00)
 +INCREASE/(DECREASE)

EXPLANATION:
 Amend the budget to reflect additional debt service payment

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_____	_____
ORIGINATOR	DATE
_____	_____
SUPERVISOR/PRINCIPAL	DATE
_____	_____
DIRECTOR OF ACCOUNTING	DATE
_____	_____
SUPERINTENDENT	DATE
_____	_____
BOARD SECRETARY	DATE
_____	_____
BOARD PRESIDENT	DATE

FUND

CURRENT BUDGET INCREASE/ (DECREASE) PROPOSED BUDGET

EXPENDITURES

		CURRENT BUDGET	INCREASE/ (DECREASE)	PROPOSED BUDGET
199 E 11 6144 00 999 0 99 555	TRS On Behalf	0	107,217	107,217
199 E 12 6144 00 999 0 99 555	TRS On Behalf	0	2,000	2,000
199 E 13 6144 00 999 0 99 555	TRS On Behalf	0	4,348	4,348
199 E 21 6144 00 999 0 99 555	TRS On Behalf	0	2,718	2,718
199 E 23 6144 00 999 0 99 555	TRS On Behalf	0	11,170	11,170
199 E 31 6144 00 999 0 99 555	TRS On Behalf	0	6,341	6,341
199 E 34 6144 00 999 0 99 555	TRS On Behalf	0	1,770	1,770
199 E 34 6144 00 999 0 99 555	TRS On Behalf	0	6,724	6,724
199 E 36 6144 00 999 0 99 555	TRS On Behalf	0	4,354	4,354
199 E 41 6144 00 999 0 99 555	TRS On Behalf	0	7,456	7,456
199 E 51 6144 00 999 0 99 555	TRS On Behalf	0	13,446	13,446
199 E 52 6144 00 999 0 99 555	TRS On Behalf	0	1,173	1,173
199 E 53 6144 00 999 0 99 555	TRS On Behalf	0	3,309	3,309

TOTAL EXPENDITURES

	172,025	172,025
--	---------	---------

REVENUES

199 R 00 5831 00 000 0 00 000	TRS ON-BEHALF PAYMENTS	1,892,279	172,025	230,486
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TOTAL REVENUES	172,025	230,486
-----------------------	---------	---------

NET CHANGE TO FUND BALANCE	0
+ INCREASE / (DECREASE)	

EXPLANATION:

Amends the budget to reflect year end changes for TRS on-behalf payments

ORIGINATOR

SUPERVISOR/PRINCIPAL

DIRECTOR OF ACCOUNTING

SUPERINTENDENT

BOARD SECRETARY

BOARD PRESIDENT

LAKE DALLAS ISD BUDGET AMENDMENT REQUEST

Number: _____

Org.: _____

FUND	FUNC	OBJECT	SUB OBJ	ORG	YR	PROG CODE	LOC	DESCRIPTION	CURRENT BUDGET	INCREASE/ (DECREASE)	PROPOSED BUDGET
EXPENDITURES											
(USE WHOLE DOLLAR AMOUNTS ONLY)											
199	31	6119	00	999	0	23	000	Professional Salaries	21,871.00	115,000.00	136,871.00
199	31	6129	00	1	0	99	000	Support Personnel	68,251.00	28,000.00	96,251.00
199	13	6119	00	999	0	99	000	Professional Salaries	234,973.00	60,000.00	294,973.00
199	13	6118	0	41	0	99	0	Extra Duty	0.00	20,000.00	20,000.00
199	13	6118	0	999	0	99	0	Extra Duty	0.00	25,000.00	25,000.00
199	13	6129	0	999	0	99	0	Support Personnel	22,584.00	8,000.00	30,584.00
199	33	6118	0	1	0	99	0	Extra Duty	0.00	2,500.00	2,500.00
199	36	6118	0	1	0	99	0	Extra Duty	37,000.00	25,000.00	62,000.00
199	36	6118	0	41	0	99	0	Extra Duty	0.00	15,000.00	15,000.00
199	52	6119	24	999	0	99	000	Professional Salaries	134,069.00	97,000.00	231,069.00
199	34	6129	0	800	0	99	0	Support Personnel	676,919.00	(200,000.00)	476,919.00
199	41	6129	0	750	0	99	0	Support Personnel	373,377.00	(90,000.00)	283,377.00
199	53	6119	00	999	0	99	000	Professional Salaries	282,013.00	(30,000.00)	252,013.00
199	21	6119	00	999	0	99	000	Professional Salaries	286,874.00	(50,000.00)	236,874.00
199	11	6119	00	1	0	28	000	Professional Salaries	117,445.00	(25,500.00)	91,945.00
TOTAL EXPENDITURES									2,255,376.00	0.00	2,255,376.00

NET CHANGE TO FUND BALANCE

0.00

+INCREASE/(DECREASE)

EXPLANATION:

Amend the budget to reflect payroll changes

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BOARD SECRETARY	DATE
BOARD PRESIDENT	DATE

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FUND FUNC OBJECT SUB ORG YEAR PROG LOC DESCRIPTION CURRENT INCREASE/ PROPOSED
 OBJ OBJ CODE CODE BUDGET (DECREASE) BUDGET

EXPENDITURES

(USE WHOLE DOLLAR AMOUNTS ONLY.)

FUND	FUNC	OBJECT	SUB OBJ	ORG	YEAR	PROG	LOC	DESCRIPTION	CURRENT BUDGET	INCREASE/ (DECREASE)	PROPOSED BUDGET
199	35	6499	0	999	0	99	0	Misc Operating Cost	0.00	15,134.00	15,134.00

TOTAL EXPENDITURES

0.00	15,134.00	15,134.00
------	-----------	-----------

REVENUES

FUND	FUNC	OBJECT	SUB OBJ	ORG	YEAR	PROG	LOC	DESCRIPTION	CURRENT BUDGET	INCREASE/ (DECREASE)	PROPOSED BUDGET

TOTAL REVENUES

0.00	0.00	0.00
------	------	------

NET CHANGE TO FUND BALANCE

+INCREASE/(DECREASE)

(15,134.00)

EXPLANATION:

To write off food service balance deemed uncollectible

Processed by _____
 Date: _____

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_____ ORIGINATOR	_____ DATE
_____ SUPERVISOR/PRINCIPAL	_____ DATE
_____ DIRECTOR OF ACCOUNTING	_____ DATE
_____ SUPERINTENDENT	_____ DATE
_____ BOARD SECRETARY	_____ DATE
_____ BOARD PRESIDENT	_____ DATE

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Lake Dallas Independent School District

District Improvement Plan

2025-2026



Mission Statement

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

Vision

Small School Atmosphere, Big School Opportunities

Value Statement

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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
District Processes & Programs	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Priorities	13
Priority 1: Priority 1: Student Success	13
Priority 2: Priority 2: Faculty and Staff Engagement	17
Priority 3: Priority 3: Parent, Family, and Community Support.	22
Priority 4: Priority 4.1: Efficient Operations	25
State Compensatory	31
Budget for District Improvement Plan	31
Assurances	32
Statutorily Required Assurances	32

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 3900 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 41% are At Risk. 11.79% of the student population is Dyslexic and Gifted and Talented makes up 7%. Section 504 is 15%, Special Education is 17%, and 15% are Emergent Bilingual.

The district has 590 employees with 300 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.

Student Learning

Student Learning Summary

2024 - 2025 Student Achievement for (061912) LAKE DALLAS ISD														
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Econ Dis	Special Ed (Current)	Special Ed (Former)	Continuous Enrolled
All														
Percent of Tests														
% at Did Not Meet GL Standard or Above	24%	33%	30%	17%	15%	12%	33%	23%	36%	42%	35%	54%	18%	22%
% at Approaches GL Standard or Above	76%	67%	70%	83%	85%	88%	67%	77%	64%	58%	65%	46%	82%	78%
% at Meets GL Standard or Above	50%	35%	41%	60%	45%	66%	0%	50%	35%	27%	35%	21%	51%	52%
% at Masters GL Standard	18%	11%	12%	25%	5%	27%	0%	19%	9%	6%	10%	4%	21%	20%
Number of Tests														
# at Did Not Meet GL Standard or Above	1348	190	635	413	3	21	2	84	1078	381	825	560	39	81
# at Approaches GL Standard or Above	4373	392	1460	2069	17	153	4	278	1924	528	1517	481	183	311
# at Meets GL Standard or Above	2840	201	849	1486	9	115	0	180	1037	247	828	215	114	211
# at Masters GL Standard	1046	65	248	618	1	47	0	67	285	51	235	46	47	81
Total Tests	5723	582	2096	2483	20	174	6	362	3002	909	2342	1041	222	401
Reading														
Percent of Tests														
% at Did Not Meet GL Standard or Above	22%	33%	27%	15%	22%	13%	0%	18%	34%	41%	33%	55%	20%	19%
% at Approaches GL Standard or Above	78%	67%	73%	85%	78%	87%	100%	82%	66%	59%	67%	45%	80%	81%
% at Meets GL Standard or Above	56%	40%	48%	66%	44%	71%	0%	58%	40%	33%	42%	20%	57%	59%
% at Masters GL Standard	19%	13%	12%	26%	0%	26%	0%	22%	9%	6%	10%	3%	18%	21%
Number of Tests														
# at Did Not Meet GL Standard or Above	497	75	234	150	2	10	0	26	421	154	317	235	19	31
# at Approaches GL Standard or Above	1811	153	618	849	7	66	2	116	808	224	634	196	74	131
# at Meets GL Standard or Above	1296	91	405	660	4	54	0	82	487	125	395	88	53	91
# at Masters GL Standard	447	30	105	261	0	20	0	31	112	22	95	11	17	31
Total Tests	2308	228	852	999	9	76	2	142	1229	378	951	431	93	161
Mathematics														
Percent of Tests														
% at Did Not Meet GL Standard or Above	27%	34%	35%	20%	14%	9%	50%	31%	40%	42%	39%	56%	19%	26%
% at Approaches GL Standard or Above	73%	66%	64%	80%	86%	91%	50%	69%	60%	58%	61%	44%	81%	74%
% at Meets GL Standard or Above	41%	30%	31%	51%	29%	61%	0%	38%	28%	23%	28%	18%	44%	43%
% at Masters GL Standard	15%	8%	9%	21%	14%	24%	0%	12%	8%	6%	9%	5%	19%	17%
Number of Tests														
# at Did Not Meet GL Standard or Above	525	63	248	169	1	6	1	37	412	128	312	216	15	31
# at Approaches GL Standard or Above	1406	125	452	678	6	60	1	84	629	175	491	171	62	91
# at Meets GL Standard or Above	794	57	220	429	2	40	0	46	287	69	222	70	34	51
# at Masters GL Standard	286	15	66	174	1	16	0	14	88	18	70	21	15	21
Total Tests	1933	188	701	848	7	66	2	121	1041	303	803	387	77	131
Science														
Percent of Tests														
% at Did Not Meet GL Standard or Above	22%	32%	29%	15%	0%	10%	50%	17%	34%	39%	34%	50%	4%	20%
% at Approaches GL Standard or Above	78%	68%	71%	85%	100%	90%	50%	83%	66%	61%	66%	50%	96%	80%

% at Meets GL Standard or Above	47%	29%	40%	57%	67%	71%	0%	49%	31%	24%	31%	22%	46%	52%
% at Masters GL Standard	15%	8%	9%	21%	0%	29%	0%	18%	7%	3%	8%	3%	27%	16%
Number of Tests														
# at Did Not Meet GL Standard or Above	199	33	95	57	0	2	1	11	159	57	126	79	1	1
# at Approaches GL Standard or Above	711	70	238	326	3	19	1	54	309	89	242	79	25	5
# at Meets GL Standard or Above	431	30	132	220	2	15	0	32	147	35	115	34	12	3
# at Masters GL Standard	136	8	31	79	0	6	0	12	35	4	30	5	7	1
Total Tests	910	103	333	383	3	21	2	65	468	146	368	158	26	6
Social Studies														

Percent of Tests														
% at Did Not Meet GL Standard or Above	22%	30%	28%	15%	0%	27%		29%	33%	51%	32%	46%	15%	22%
% at Approaches GL Standard or Above	78%	70%	72%	85%	100%	73%		71%	67%	49%	68%	54%	85%	78%
% at Meets GL Standard or Above	56%	37%	44%	70%	100%	55%		59%	44%	22%	44%	35%	58%	57%
% at Masters GL Standard	31%	19%	22%	41%	0%	45%		29%	19%	9%	18%	14%	31%	33%
Number of Tests														
# at Did Not Meet GL Standard or Above	127	19	58	37	0	3	0	10	86	42	70	30	4	8
# at Approaches GL Standard or Above	445	44	152	216	1	8	0	24	178	40	150	35	22	31
# at Meets GL Standard or Above	319	23	92	177	1	6	0	20	116	18	96	23	15	23
# at Masters GL Standard	177	12	46	104	0	5	0	10	50	7	40	9	8	13
Total Tests	572	63	210	253	1	11	0	34	264	82	220	65	26	40

4-Year Graduation Rate (Gr 9-12): Class of 2024	Demographics											EL +	Special Ed	
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv					
% Graduated	99.7%	100.0%	100.0%	99.3%	100.0%	100.0%		100.0%	99.7%					95.5%
# Graduated	290	32	88	142	5	10	0	13	290	0				21
Total in Class	291	32	88	143	5	10	0	13	291	0				22

76% of our students achieved Approaches Grade Level or higher. Our reading scores increased overall by 2% 78% to 80%. The math scores for all students approaching grade level and higher was 70%. 65% of our emergent bilingual students showed progress on the TELPAS assessment.

92% of our high school students are enrolled in CTE courses. The College, Career, Military Readiness indicator score for the district was 78%, an increase of 50% from the previous year (lagging indicator from 2023-2024).

Student Learning Strengths

Lake Dallas ISD saw an increase in students meeting growth expectations. 4th grade Reading increased from 75% to 79% and 3rd grade Math increased from 70% to 73%. 6th grade Reading increased from Overall Math scores remained consistent at 70% for all students. 332 students made accelerated growth, meaning they had scores of Did Not Meet Grade Level on STAAR the previous year, but made Approaches, Meets or Masters for 2024-25. 72% of students made expected growth in Reading and 67% of students made expected growth in Math. For 2024-25 accountability, based on a lagging indicator from 2023-24, 78% of students met the CCMR (College, Career, Military Readiness), 33 students scored a 3 or higher on AP exams, 58 students obtained an Industry-Based Certification and 31 students obtained the required number of Dual Credit hours. Our graduation rate remains high at 99.7%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 20% of our emergent bilingual students scored Advanced High on TELPAS.

Root Cause: Our emergent bilingual population has continuing to increase over the last few years. Continued training and coaching in Language Acquisition is needed. Recruiting certified bilingual and ESL teachers is a challenge.

Problem Statement 2 (Prioritized): Math scores have not indicated expected growth at the elementary, middle and high school grade levels, and have decreased in some areas.

Root Cause: Students are demonstrating gaps in their learning that need to be filled. Teacher retention, curriculum variances between campuses and classrooms, and training have contributed to the problem.

District Processes & Programs

District Processes & Programs Summary

Lake Dallas ISD has an 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 special populations, as well as instructional leadership to guide and support. Digital learning tools enhance learning opportunities for all students and are specific to content, skill and need. Extra-curricular activities are offered through fine arts, athletics/PE, languages other English, CTE, and subject-related electives.

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 and coaching/feedback cycles facilitated by the principal and instructional coaches to improve instruction at all campuses

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

Priority Problem Statements

Problem Statement 1: 20% of our emergent bilingual students scored Advanced High on TELPAS.

Root Cause 1: Our emergent bilingual population has continuing to increase over the last few years. Continued training and coaching in Language Acquisition is needed. Recruiting certified bilingual and ESL teachers is a challenge.

Problem Statement 1 Areas: Student Achievement - Student Learning

Problem Statement 2: Math scores have not indicated expected growth at the elementary, middle and high school grade levels, and have decreased in some areas.

Root Cause 2: Students are demonstrating gaps in their learning that need to be filled. Teacher retention, curriculum variances between campuses and classrooms, and training have contributed to the problem.

Problem Statement 2 Areas: Student Achievement - 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
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- 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
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

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

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Priorities





Revised/Approved: August 5, 2025

Priority 1: Student Success

Goal 1: By May 2026, Lake Dallas ISD students will increase achievement in Math and Reading by 5%.

Evaluation Data Sources: STAAR score, MAP, CLI, TPRI, SAT, AP, IBC





Strategy 1 Details	Reviews			
<p>Strategy 1: Progress monitor student academic achievement through aligned assessments and data meetings throughout the year.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Curriculum & Instruction Team and Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide effective and timely interventions based on data.</p> <p>Strategy's Expected Result/Impact: Teachers will use the data from assessments to intervene in a timely manner to student needs, resulting in increased student achievement and growth.</p> <p>Staff Responsible for Monitoring: RTI teachers and Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: LDISD classroom expectations are clearly defined.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement high quality and aligned curriculum and materials.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction and Principals</p>	Formative			Summative
	Nov	Jan	Mar	Apr

Strategy 5 Details	Reviews			
<p>Strategy 5: Professional Learning Community (PLC) on each campus will collaborate to plan lessons and instructional practices, analyze data and monitor progress.</p> <p>Strategy's Expected Result/Impact: An indepth understanding of the curriculum which will lead to consistency among classrooms and increased student achievement.</p> <p>Staff Responsible for Monitoring: Principals, Deputy Superintendent and Executive Director of Curriculum and Instruction</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 1: Priority 1: Student Success

Goal 2: By May 2026, the percentage of Emergent Bilingual students who advance in all proficiency levels of Reading, Speaking, Listening and Writing as measured by 2026 TELPAS, will increase by 5%





Evaluation Data Sources: TELPAS, Formative Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: EB students will utilize a specialized learning program twice weekly to build their English language proficiency.</p> <p>Strategy's Expected Result/Impact: EB students will improve their proficiency in English.</p> <p>Staff Responsible for Monitoring: Exec Director of Curriculum, Principals and Bil/ESL Teachers</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Professional development for language acquisition strategies will be provided with coaching for implementation and progress monitoring.</p> <p>Strategy's Expected Result/Impact: Increased instructional knowledge of Bil/ESL strategies and increased student achievement.</p> <p>Staff Responsible for Monitoring: C & I team, Principals and Bil/ESL Teachers</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 1: Priority 1: Student Success

Goal 3: By May 2026, LDISD will increase the student attendance rate to 95%.





Evaluation Data Sources: Student attendance rate.

Strategy 1 Details	Reviews			
Strategy 1: Student attendance will be monitored at least every 9 weeks and incentives will be implemented if needed. Strategy's Expected Result/Impact: Increase in student attendance Staff Responsible for Monitoring: Central administration and campus principals	Formative			Summative
	Nov	Jan	Mar	Apr
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Priority 2: Priority 2: Faculty and Staff Engagement





Goal 1: LDISD will actively recruit qualified and passionate individuals to serve students in the District to fill 2025 -2026 vacancies.

Evaluation Data Sources: Number of unfilled positions

Strategy 1 Details	Reviews			
Strategy 1: Strengthen relationships with Teach North Texas, University Educator programs and alternative certification programs. Strategy's Expected Result/Impact: Increased recruitment Staff Responsible for Monitoring: Chief of Staff	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
Strategy 2: Provide cohort meeting space for UNT student teachers and professors to introduce campus facilities to potential employees Strategy's Expected Result/Impact: Recruit new to the profession teachers Staff Responsible for Monitoring: Chief of Staff and Principals	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 3 Details	Reviews			
Strategy 3: Encourage participation in education and training classes (RST) at LDHS Strategy's Expected Result/Impact: Increase number of "homegrown" teachers Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Nov	Jan	Mar	Apr
<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>				

Priority 2: Priority 2: Faculty and Staff Engagement





Goal 2: LDISD will increase the percent of staff retained for the 2025-2026 school year by 10%.

Strategy 1 Details	Reviews			
Strategy 1: Provide mentorship, ongoing training, and support to all new teachers. Strategy's Expected Result/Impact: Increased retention of highly qualified staff. Staff Responsible for Monitoring: Chief of Staff and Exec Director of Curriculum & Instruction	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
Strategy 2: Implement a district plan for professional development for all staff, based on district and campus goals. Staff Responsible for Monitoring: Curriculum and Instruction Team	Formative			Summative
	Nov	Jan	Mar	Apr
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Priority 2: Priority 2: Faculty and Staff Engagement





Goal 3: LDISD faculty and staff will have the opportunity to offer feedback and contribute to the continuous improvement process through surveys, committees, PLCs and professional development from August 2025-May 2026.

Evaluation Data Sources: T-TESS and T-PSS Goals
 PLC and Staff Meeting Agendas
 Professional Development Calendars

Strategy 1 Details	Reviews			
<p>Strategy 1: During the Fall and Spring of 2025-2026, campus staff will complete an Upbeat Survey in the Fall and Spring .</p> <p>Strategy's Expected Result/Impact: Feedback will be used to gauge the organizational health of each campus and work towards continuous improvement.</p> <p>Staff Responsible for Monitoring: Chief of Operations, Campus Principals, Chief of Staff</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Communicate and encourage participation on district and campus committees.</p> <p>Strategy's Expected Result/Impact: Increase participation and engagement in the district.</p> <p>Staff Responsible for Monitoring: District and Campus leadership</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 2: Priority 2: Faculty and Staff Engagement


Goal 4: LDISD will hold celebrations monthly to recognize teachers and staff from August 2025-May 2026.

Strategy 1 Details	Reviews			
Strategy 1: Teacher and Employee of the Month and of the Year will be celebrated with staff and the community. Strategy's Expected Result/Impact: Increased positive culture and retention. Staff Responsible for Monitoring: Central Administration and Principals	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
Strategy 2: Dr. Brown will celebrate staff member recongitions and birthdays . Strategy's Expected Result/Impact: Increase morale Staff Responsible for Monitoring: Superintendent's office and Communications	Formative			Summative
	Nov	Jan	Mar	Apr
<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>				

Priority 2: Priority 2: Faculty and Staff Engagement

Goal 5: For the 2025-26 school year, LDISD will implement a district plan for professional development for all staff.





Evaluation Data Sources: PLC agendas, training schedules

Strategy 1 Details	Reviews			
Strategy 1: Mentors will be assigned to all new LDISD teachers for the 2025-2026 school year. Strategy's Expected Result/Impact: Professional growth and retention Staff Responsible for Monitoring: Campus Principal, Chief of Staff and Exec Director of Curriculum and Instruction	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
Strategy 2: Professional development will be provided to all staff based on grade level, content area, and instructional focus. Strategy's Expected Result/Impact: Increased achievement, staff retention and professional growth Staff Responsible for Monitoring: Curriculum and Instruction Team and Campus Administrators	Formative			Summative
	Nov	Jan	Mar	Apr
				

Priority 3: Priority 3: Parent, Family, and Community Support.

Goal 1: LDISD will engage in ongoing communication with parents and community during the 2025-2026 school year.

Evaluation Data Sources: Campus Newsletters
 ParentSquare Usage
 District Email via Communications Department
 Social Media Posts





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide district communication in emergency situations. Strategy's Expected Result/Impact: Ensure reliable and transparent information is communicated to parents in a timely manner. Staff Responsible for Monitoring: Communications</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Communicate through newsletters, social media and district communication platform. Strategy's Expected Result/Impact: To build trust, relationships, and engagement with internal and external stakeholders, the communications team will provide district news and events through social media and a variety of communication tools. Staff Responsible for Monitoring: Communications</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: Request monthly feedback from parents through dialogue and/or survey . Strategy's Expected Result/Impact: Inform stakeholders, build relationships, and continuously improve,</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 3: Priority 3: Parent, Family, and Community Support.

Goal 2: LDISD will increase engagement and learning opportunities for parents and community through campus and district events.

Evaluation Data Sources: List of Campus Events for Parents/Community
 Falcon Showcase
 Falcon Insider





Strategy 1 Details	Reviews			
<p>Strategy 1: TCHATT counseling series will be provided online throughout the year to support and engage parents in topics related to students. Staff Responsible for Monitoring: Counseling department and Communications</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Social media content and frequency intentionally focused on PTA, Parent/Booster Organizations, Community Organizations, etc Strategy's Expected Result/Impact: The district will help share the news, accolades, and events of our students and groups through a variety of channels like social media and the district website.</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue strong partnership between the District and the Lake Cities Education Foundation (LCEF) Strategy's Expected Result/Impact: To showcase the different initiatives the Lake Cities Education Foundation provides for our district through photography and videography. Staff Responsible for Monitoring: LCEF Exec Dir and Communications</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 4 Details	Reviews			
<p>Strategy 4: 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. Strategy's Expected Result/Impact: Educating our students takes a village. Building relationships and partnering with community members is crucial for the success of our learners. Staff Responsible for Monitoring: COO and Communications Director</p>	Formative			Summative
	Nov	Jan	Mar	Apr

Strategy 5 Details	Reviews			
Strategy 5: Increase involvement in rotary and Lake Cities Chamber of Commerce. Strategy's Expected Result/Impact: Building relationships and partnering with community members is crucial for the success of our learners. Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 6 Details	Reviews			
Strategy 6: Partner with community organizations to support students. Strategy's Expected Result/Impact: Continue to partner with community organizations/resources to help students overcome the barriers that keep them from succeeding in school. Staff Responsible for Monitoring: Deputy Superintendent, counselors and campus principals	Formative			Summative
	Nov	Jan	Mar	Apr
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Priority 4: Priority 4.1: Efficient Operations

Goal 1: LDISD will ensure a coherent 2025-2026 budget development process.





Evaluation Data Sources: Financial data and reports, Adopted Budget,

Strategy 1 Details	Reviews			
Strategy 1: Develop timeline for annual budget process Strategy's Expected Result/Impact: Ensure adequate time for budget preparation and adoption Staff Responsible for Monitoring: Chief Financial Officer	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
Strategy 2: Determine revenue projections based on anticipated student enrollment Strategy's Expected Result/Impact: Revenue projections reflect expected enrollment and attendance rate Staff Responsible for Monitoring: Chief Financial Officer	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 3 Details	Reviews			
Strategy 3: Provide budget allocations to campuses/departments. Strategy's Expected Result/Impact: Budget allocations based on projected enrollment and student populations Staff Responsible for Monitoring: Chief Financial Officer	Formative			Summative
	Nov	Jan	Mar	Apr
<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>				

Priority 4: Priority 4.1: Efficient Operations





Goal 2: LDISD will respond within 48 hours for all maintenance, facility, and custodial requests .

Evaluation Data Sources: Maintenance and Facilities software systems/Master Facilities Improvement Plan

Strategy 1 Details	Reviews			
Strategy 1: Establish and monitor response times. Strategy's Expected Result/Impact: Provides a baseline and supports improvement goals. Staff Responsible for Monitoring: Director of Facilities and Operations & Chief Operations Officer	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
Strategy 2: Train staff annually on appropriate request procedures Strategy's Expected Result/Impact: Ensure all staff understand the basic functions and reasoning behind our Work Order Management System Staff Responsible for Monitoring: Director of Facilities and Operations	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 3 Details	Reviews			
Strategy 3: Utilize a work order management system. Strategy's Expected Result/Impact: This allows the Facilities Department to analyze data more effectively and improve the decision making processes for efficient operations Staff Responsible for Monitoring: Director of Facilities and Operations & Chief Operations Officer	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 4 Details	Reviews			
Strategy 4: Maximize the use of PM DIRECT in School Dude/Brightly Programming Strategy's Expected Result/Impact: Reduction of work order requests and minimize downtime on equipment Staff Responsible for Monitoring: Director of Facilities and Operations	Formative			Summative
	Nov	Jan	Mar	Apr
<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>				

Priority 4: Priority 4.1: Efficient Operations





Goal 3: During 2025 -2026, LDISD will provide to the board an Annual Comprehensive Financial Report.

Strategy 1 Details	Reviews			
Strategy 1: Present Annual Audit and results to the Board of Trustees for approval Strategy's Expected Result/Impact: To ensure financial statements fairly present the financial position of the District Staff Responsible for Monitoring: Chief Financial Officer	Formative			Summative
	Nov	Jan	Mar	Apr
<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>				

Priority 4: Priority 4.1: Efficient Operations

Goal 4: LDISD will maintain safe and secure environments of all LDISD facilities during the 2025-2026 school year.


Evaluation Data Sources: Camera List
 Safety Drill Records
 Door Audit Logs
 Sign Ins for Staff Security Training

Strategy 1 Details	Reviews			
Strategy 1: Evaluate the effectiveness of security, surveillance equipment and signage on school district properties Strategy's Expected Result/Impact: Increased campus security Staff Responsible for Monitoring: LDISD Chief of Police and Director of Technology	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
Strategy 2: Weekly exterior door audits and logs Strategy's Expected Result/Impact: Increased campus security Staff Responsible for Monitoring: LDISD Chief of Police and Campus Principals	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 3 Details	Reviews			
Strategy 3: Consistently evaluate and repair all exterior lighting Strategy's Expected Result/Impact: Increased campus security Staff Responsible for Monitoring: Director of Facilities and Operations & Chief Operations Officer	Formative			Summative
	Nov	Jan	Mar	Apr
<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>				

Priority 4: Priority 4.1: Efficient Operations

Goal 5: LDISD will train and implement security practices with all faculty and staff during the 2025-2026 school year.

Strategy 1 Details	Reviews			
Strategy 1: Safety and Security Committee will meet in Fall 2025 and Spring 2026. Strategy's Expected Result/Impact: Increased campus security. Staff Responsible for Monitoring: LDISD Chief of Police	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
Strategy 2: Annual training with campus staff on location and use of AED (Automated External Defibrillator) machines and Stop the Bleed Kits on campus Strategy's Expected Result/Impact: Safe and healthy environment with trained personnel available in an emergency. Staff Responsible for Monitoring: Health Services Coordinator	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 3 Details	Reviews			
Strategy 3: Annual training with district and campus staff on Emergency Response Protocols Strategy's Expected Result/Impact: Increased campus security and safety Staff Responsible for Monitoring: LDISD Chief of Police	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 4 Details	Reviews			
Strategy 4: Assure at each campus and at the district level there is an established and trained Behavioral Threat Assessment Team Strategy's Expected Result/Impact: Increased ability to assess and respond to threats Staff Responsible for Monitoring: LDISD Chief of Police, Principals and Counselors	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 5 Details	Reviews			
Strategy 5: Train staff each year in Signs of Suicide and proper response protocols when evidence of mental health concerns are apparent Strategy's Expected Result/Impact: Ability to properly assess students and provide appropriate support for mental health needs. Staff Responsible for Monitoring: Counselors	Formative			Summative
	Nov	Jan	Mar	Apr

Strategy 6 Details	Reviews			
Strategy 6: Consistently evaluate and update the effectiveness of internet safety training and internet search/network filters established Strategy's Expected Result/Impact: Safe access for students using technology Staff Responsible for Monitoring: Director of Technology	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 7 Details	Reviews			
Strategy 7: Student Health Advisory Committee will meet periodically throughout the school year Strategy's Expected Result/Impact: Present recommendations on school health program to the superintendent and school board. Staff Responsible for Monitoring: Health Services Coordinator & Chief Operations Officer	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 8 Details	Reviews			
Strategy 8: Establish and maintain an anonymous reporting system to address safety concerns as well as a safety response team at each campus Strategy's Expected Result/Impact: Open line of communication to ensure a safe and secure school environment. Staff Responsible for Monitoring: Director of Technology and Campus Principals	Formative			Summative
	Nov	Jan	Mar	Apr
				

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$1,853,699.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Lake Dallas ISD utilizes SCE funds primarily to provide personnel who provide direct services to at-risk students. These funds may also be allocated for initiatives which may include but are not limited to: Professional development supporting the use of sheltered instructional strategies, tiered response classroom interventions, and Student/Teacher Assistance Teams, implementation of PBIS strategies at every campus, monitoring of all student performance, including special populations, on State assessment, graduation rates, attendance, retention rates, and withdrawals.

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

Lake Dallas Independent School District

Lake Dallas High School

2025-2026 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	4
School Processes & Programs	11
Perceptions	12
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	14
Priorities	16
Priority 1: Priority 1: Improve student academic performance	16
Priority 2: Priority 2: Increase Faculty and Staff Engagement	20
Priority 3: Priority 3: Improve Parent & Family/Community Engagement	21
Priority 4: Priority 4: Efficient Operations	24
State Compensatory	25
Budget for Lake Dallas High School	25

Comprehensive Needs Assessment

Revised/Approved: August 1, 2025

Demographics

Demographics Summary

Campus enrollment has remained fairly consistent over the last few years with about 1300 students. Since 2014-2015, the Economically Disadvantaged student population has hovered around 40%. For the 2024-2025 school year, the Economically Disadvantaged student population was 35%.

Our student demographics have remained consistent over the last ten years with slight growth in our Hispanic population. The elementary campuses and middle school in the LDHS feeder system continue to see growth in their Hispanic and Economically Disadvantaged populations, so the high school is expecting to experience significant growth in both of those demographics over the next few years.

Our population of Emergent Bilingual Learners has increased over the last few years: In 2024-2025 our campus was 11.69%.

Lake Dallas High School added a CIS position in 2017-2018, which has helped provide transition assistance to our students as they move from middle school to high school.

For the 2024-2025 school year, the At-Risk student population was 37.26%.

Demographics Strengths

LDHS is a supportive community. There are many students who have been in our district since elementary. Our administration staff has worked diligently to educate and train our staff in their role in our students' success.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Some students have consistent absences, resulting in a loss of instruction time. This also results in a lack of funding.

Root Cause: Lack of connection at school, lack of parent involvement with school

Problem Statement 2: Our EB populations score significantly lower on English I and English II EOCs.

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

Student Learning

Student Learning Summary

Lake Dallas High School was rated a "B" for the 24-25 school year. Highlights include trending up for biology and US History. The graduation rate is 99% and CCMR data is trending upward.

	Raw Score	Scaled Score	Weight % of Score	Weighted Pct
STAAR Performance	54	82	40%	33
College, Career and Military Readiness	78	80	40%	32
Graduation Rate (or Annual Dropout Rate) **	99.7	95	20%	19
		Student Achievement Scaled Score		84
		Student Achievement Domain Rating		B

STAAR for 2024 - 2025														
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Econ Dis	Special Ed (Current)	Special Ed (Former)	Co E
All														
Percent of Tests														
% at Did Not Meet GL Standard or Above	16%	21%	21%	10%	8%	13%		14%	25%	37%	25%	39%		6%
% at Approaches GL Standard or Above	84%	79%	79%	90%	92%	88%		86%	75%	63%	75%	61%		94%
% at Meets GL Standard or Above	59%	43%	50%	71%	25%	71%		62%	43%	27%	44%	25%		72%
% at Masters GL Standard	19%	14%	12%	25%	0%	32%		23%	11%	4%	12%	5%		34%
Number of Tests														
# at Did Not Meet GL Standard or Above	279	36	143	74	1	7	0	18	232	114	183	101		3
# at Approaches GL Standard or Above	1516	133	541	668	11	49	0	114	678	195	535	156		47
# at Meets GL Standard or Above	1068	72	342	529	3	40	0	82	392	84	318	64		36
# at Masters GL Standard	339	24	83	183	0	18	0	31	103	13	89	13		17
Total Tests	1797	169	685	743	12	56	0	132	910	309	718	257		50
Reading														
Percent of Tests														
% at Did Not Meet GL Standard or Above	22%	35%	28%	14%	17%	19%		12%	35%	49%	34%	53%		14%
% at Approaches GL Standard or Above	78%	65%	72%	86%	83%	81%		88%	65%	51%	66%	47%		86%
% at Meets GL Standard or Above	61%	38%	54%	74%	33%	73%		63%	44%	29%	48%	21%		73%
% at Masters GL Standard	12%	8%	6%	16%	0%	27%		20%	6%	2%	8%	0%		18%
Number of Tests														
# at Did Not Meet GL Standard or Above	164	26	84	42	1	5	0	6	137	70	105	58		3
# at Approaches GL Standard or Above	595	48	216	260	5	21	0	45	257	73	201	52		19
# at Meets GL Standard or Above	465	28	162	222	2	19	0	32	175	41	146	23		16
# at Masters GL Standard	89	6	19	47	0	7	0	10	24	3	24	0		4
Total Tests	759	74	300	302	6	26	0	51	394	143	306	110		22

	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
Mathematics													
Percent of Tests													
% at Did Not Meet GL Standard or Above	22%	21%	29%	15%	0%	13%		27%	33%	43%	34%	40%	0%
% at Approaches GL Standard or Above	78%	79%	70%	84%	100%	88%		73%	67%	57%	66%	60%	100%
% at Meets GL Standard or Above	32%	24%	22%	41%	0%	56%		40%	20%	10%	20%	11%	33%
% at Masters GL Standard	8%	6%	6%	8%	0%	25%		10%	7%	3%	8%	3%	33%
Number of Tests													
# at Did Not Meet GL Standard or Above	83	7	43	23	0	2		8	67	29	53	26	0
# at Approaches GL Standard or Above	298	27	104	127	4	14		22	138	38	105	39	6
# at Meets GL Standard or Above	124	8	33	62	0	9		12	42	7	31	7	2
# at Masters GL Standard	30	2	9	12	0	4		3	14	2	12	2	2
Total Tests	383	34	148	151	4	16		30	205	67	158	65	6
Science													
Percent of Tests													
% at Did Not Meet GL Standard or Above	7%	9%	7%	5%	0%	0%		12%	11%	14%	12%	24%	0%
% at Approaches GL Standard or Above	93%	91%	93%	95%	100%	100%		88%	89%	86%	88%	76%	100%
% at Meets GL Standard or Above	68%	53%	59%	78%	50%	89%		67%	50%	38%	48%	36%	100%
% at Masters GL Standard	24%	18%	15%	31%	0%	33%		30%	14%	3%	14%	7%	71%
Number of Tests													
# at Did Not Meet GL Standard or Above	24	3	9	8	0	0		4	21	8	18	14	0
# at Approaches GL Standard or Above	338	31	123	144	2	9		29	162	50	127	44	7
# at Meets GL Standard or Above	246	18	78	119	1	8		22	91	22	70	21	7
# at Masters GL Standard	86	6	20	47	0	3		10	25	2	21	4	5
Total Tests	362	34	132	152	2	9		33	183	58	145	58	7
Social Studies													
Percent of Tests													
% at Did Not Meet GL Standard or Above	3%	0%	7%	1%		0%		0%	5%	17%	6%	13%	0%
% at Approaches GL Standard or Above	97%	100%	93%	99%		100%		100%	95%	83%	94%	88%	100%
% at Meets GL Standard or Above	80%	67%	66%	91%		80%		89%	66%	34%	65%	54%	73%
% at Masters GL Standard	46%	37%	33%	56%		80%		44%	31%	15%	29%	29%	40%
Number of Tests													
# at Did Not Meet GL Standard or Above	8	0	7	1	0	0		0	7	7	7	3	0
# at Approaches GL Standard or Above	285	27	98	137	0	5		18	121	34	102	21	15
# at Meets GL Standard or Above	233	18	69	126	0	4		16	84	14	71	13	11
# at Masters GL Standard	134	10	35	77	0	4		8	40	6	32	7	6
Total Tests	293	27	105	138	0	5		18	128	41	109	24	15

College, Career and Military Readiness (ODS) for 2024 - 2025			
	Count/ Credit	Percent	
Total			
Total Graduates	296	100%	
Total Credit for CCMR Criteria	221	75%	
Texas Success Initiative (TSI) Criteria			
Met TSI in both ELA/Reading and Math	156	53%	
ELA/Reading			
Met TSI criteria for at least one indicator	189	64%	
Met TSI assessment criteria	20	7%	

College, Career and Military Readiness (TEA) for 2024 - 2025			
	Count/ Credit	Percent	
Total			
Total Graduates	296	100%	
Total Credit for CCMR Criteria	232	78%	
Texas Success Initiative (TSI) Criteria			
Met TSI in both ELA/Reading and Math	168	57%	
ELA/Reading			
Met TSI criteria for at least one indicator	204	69%	
Met TSI assessment criteria	56	19%	

Met TSI ACT criteria	9	3%
Met TSI SAT criteria	96	32%
Earned credit for a college prep course	84	28%
Math		
Met TSI criteria for at least one indicator	168	57%
Met TSI assessment criteria	15	5%
Met TSI ACT criteria	4	1%
Met TSI SAT criteria	52	18%
Earned credit for a college prep course	108	36%
AP/IB Examination		
Met criterion score on AP/IB exam in any subject	30	10%
Dual Course Credit		
Earned credit for at least 3 hours in ELA or Math or 9 hours in any :	29	10%
Industry Based Credit		
Earned and industry-based certification from approved list	3	1%
Level I or Level II Cert		
Earn a Level I or Level II certificate (from THECB)	0	0%
Associate's Degree		
Earned an associates degree while in high school	0	0%
OnRamps		
Complete an OnRamps course and earn three hours of college cred	0	0%
Graduated with Completed IEP and Workforce Readiness		
Received graduation type code of 04,05,54, or 55	10	3%
Advanced Grad Plan & Sped		

Met TSI ACT criteria	14
Met TSI SAT criteria	99
Earned credit for a college prep course	84
Math	
Met TSI criteria for at least one indicator	0
Met TSI Assessment Criteria	27
Met TSI ACT Criteria	9
Met TSI SAT Criteria	54
Earned credit for a college prep course	108
AP/IB Examination	
Met criterion score on AP/IB exam in any subject	33
Dual Course Credit	
Earned credit for at least 3 hours in ELA or Math or 9 hours in any subject	31
Industry Based Credit	
Earned and industry-based certification from approved list	58
Level I or Level II Cert	
Earn a Level I or Level II certificate (from THECB)	3
Associate's Degree	
Earned an associates degree while in high school	0
OnRamps	
Complete an OnRamps course and earn three hours of college credit	0
Graduated with Completed IEP and Workforce Readiness	
Received graduation type code of 04,05,54, or 55	10
Advanced Grad Plan & Sped	

Graduation Rate Data Table for 2024 - 2025

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL +	Spe
4-Year Graduation Rate (Gr 9-12): Class of 2024											
% Graduated	99.7%	100.0%	100.0%	99.3%	100.0%	100.0%		100.0%	99.7%		9
# Graduated	290	32	88	142	5	10	0	13	290	0	
Total in Class	291	32	88	143	5	10	0	13	291	0	
5-Year Graduation Rate (Gr 9-12): Class of 2023											
% Graduated	99.7%	100.0%	100.0%	99.3%	100.0%	100.0%		100.0%	99.7%		10
# Graduated	307	28	108	148	3	9	0	11	307	0	
Total in Class	308	28	108	149	3	9	0	11	308	0	
6-Year Graduation Rate (Gr 9-12): Class of 2022											
% Graduated	98.7%	100.0%	97.9%	99.4%	100.0%	100.0%		95.0%	98.7%		10
# Graduated	298	20	93	153	4	9	0	19	298	0	
Total in Class	302	20	95	154	4	9	0	20	302	0	
Annual Dropout Rate (Gr 9-12): SY 2023 - 2024											
% Dropped Out	0.2%	0.0%	0.4%	0.2%	0.0%	0.0%		0.0%	0.4%	0.0%	0
# Dropped Out	3	0	2	1	0	0	0	0	2	0	
# of Students	1,349	143	477	599	12	46	0	72	521	164	

ELA I	#	2022	2023	2024	2025
Total	383				
DNM	85	30%	22%	23%	22%
Approach	65	70%	78%	77%	78%
Meets	171	51%	58%	58%	61%

ELA I	#	2022	2023	2024	2025
Masters	62	11%	12%	17%	16%

ELA II	#	2022	2023	2024	2025
Total	326				
DNM	75	26%	18%	18%	23%
Approach	37	74%	84%	82%	77%
Meets	187	57%	63%	67%	66%
Masters	27	7%	7%	9%	8%

Alg I	#	2022	2023	2024	2025
Total	277				
DNM	83	66%	32%	26%	30%
Approach	125	44%	68%	74%	70%

Alg I	#	2022	2023	2024	2025
Meets	43	6%	19%	22%	25%
Masters	26	1%	3%	4%	9%

Bio	#	2022	2023	2024	2025
Total	353				
DNM	22	14%	8%	7%	6%
Approach	84	86%	92%	93%	94%
Meets	160	54%	57%	63%	70%
Masters	87	16%	16%	18%	25%

USH	2022	2023	2024	2025
DNM	8%	1%	2%	3%
Approach	92%	99%	98%	97%
Meets	75%	80%	79%	79%

USH	2022	2023	2024	2025
Masters	48%	46%	45%	47%

For the 2024-2025 school year, Lake Dallas High School performed higher in approaches for all subjects compared to the previous school year with the following performance scores.

ELA I- 78% Approaches, 61% Meets, 16% Masters

ELA II-77% Approaches, 66% Meets, 8% Masters

Math- 70% Approaches, 25% Meets, 9% Masters

Science- 94% Approaches, 70% Meets, 25% Masters

Social Studies- 97% Approaches, 79% Meets, 47% Masters

Student Learning Strengths

Students perform well for biology and US History. Many students are getting their CCMR point through Texas college bridge, TSIA, SAT or through industry based certifications.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We have less than 20% of students reaching a score of Masters on EOC exams in English I & II, and Algebra.

Root Cause: Lack of tier 1 differentiated instruction, lack of teachers focusing on essential standards.

Problem Statement 2 (Prioritized): Some parents have communicated that they do not feel as though they are informed on college readiness, programs of study, and opportunities to support students.

Root Cause: Lack of systemic communication, lack of opportunities for parents to engage with counseling staff

Problem Statement 3 (Prioritized): EOC assessment data shows that 20% of our students are not performing at a satisfactory level across all 5 standardized tests.

Root Cause: Lack of tier 1 differentiated instruction, lack of teachers focusing on essential standards.

School Processes & Programs

School Processes & Programs Summary

TEKS Resources provides a Year at Glance document and curriculum pacing guides for every grade level and subject.

Teachers collaborate not only with their colleagues but instructional strategists to ensure lessons are designed to teach at the highest level of each standard.

Principal walk-throughs and feedback are given to teachers and staff in each grade level and ensures that teaching is done with fidelity and rigor.

Bluebonnet math will be utilized for Algebra 1.

School Processes & Programs Strengths

We have used the Master Schedule to provide our EOC tested subjects a common planning period for PLCs. Teachers will use this time to strengthen lessons, analyze data, and create individualized instruction to help students show mastery with specific TEKS.

We have developed a walkthrough schedule and feedback form to ensure that all teachers and staff will receive weekly feedback to ensure excellent Tier 1 instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): EOC assessment data shows that 20% of our students are not performing at a satisfactory level across all 5 standardized tests.

Root Cause: Lack of tier 1 differentiated instruction, lack of teachers focusing on essential standards.

Problem Statement 2 (Prioritized): Some parents have communicated that they do not feel as though they are informed on college readiness, programs of study, and opportunities to support students.

Root Cause: Lack of systemic communication, lack of opportunities for parents to engage with counseling staff

Problem Statement 3 (Prioritized): Not 100% of students are graduating college, career, or military ready

Root Cause: Lack of understanding of the importance, lack of knowledge of IBCs, not adequate test prep, not timely and proper about the college process

Perceptions

Perceptions Summary

Parent surveys-parents report that they feel there is school spirit at LDHS. Surveys indicate they would like more communication from the school and more support for their child. Overall parents feel as though their children are prepared for whatever is next for them--workforce, trade, community college or 4 year university.

Students report wanting more school spirit. They feel "somewhat" prepared for whatever is next for them. Students report that they don't always know what is happening in their classes for the week.

The LISD community is very supportive and involved and there are many partnerships with businesses in the community. We have many parents who volunteer with the booster clubs and programs.

Perceptions Strengths

Many of our parents feel connected through extra curricular activities. Students feel as though LDHS has an inclusive culture. There is ample community support for the students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Some parents have communicated that they do not feel as though they are informed on college readiness, programs of study, and opportunities to support students.

Root Cause: Lack of systemic communication, lack of opportunities for parents to engage with counseling staff

Priority Problem Statements

Problem Statement 1: Some parents have communicated that they do not feel as though they are informed on college readiness, programs of study, and opportunities to support students.

Root Cause 1: Lack of systemic communication, lack of opportunities for parents to engage with counseling staff

Problem Statement 1 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: Some students have consistent absences, resulting in a loss of instruction time. This also results in a lack of funding.

Root Cause 2: Lack of connection at school, lack of parent involvement with school

Problem Statement 2 Areas: Demographics

Problem Statement 3: We have less than 20% of students reaching a score of Masters on EOC exams in English I & II, and Algebra.

Root Cause 3: Lack of tier 1 differentiated instruction, lack of teachers focusing on essential standards.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: EOC assessment data shows that 20% of our students are not performing at a satisfactory level across all 5 standardized tests.

Root Cause 4: Lack of tier 1 differentiated instruction, lack of teachers focusing on essential standards.

Problem Statement 4 Areas: Student Learning - School Processes & Programs

Problem Statement 5: Not 100% of students are graduating college, career, or military ready

Root Cause 5: Lack of understanding of the importance, lack of knowledge of IBCs, not adequate test prep, not timely and proper about the college process

Problem Statement 5 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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 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-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
- Budgets/entitlements and expenditures data
- Study of best practices





Priorities

Revised/Approved: August 15, 2025

Priority 1: Priority 1: Improve student academic performance

Goal 1: By May 2025, LDHS will increase achievement in STAAR/EOC scores by 5% on meets and masters for all EOC subjects.

Evaluation Data Sources: STAAR/ EOC scores, benchmark data

Strategy 1 Details	Reviews			
<p>Strategy 1: LDHS will implement PLC planning opportunities for core teachers. Staff Responsible for Monitoring: Administration, Instructional Coach Problem Statements: Student Learning 1, 3 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Each core department will have a common 9 week assessment over essential standards. Strategy's Expected Result/Impact: Targeted progress monitoring will help ensure student mastery of essential standards. Staff Responsible for Monitoring: Administration and Instructional Coach Lead: APs over each department Problem Statements: Student Learning 3 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1 Problem Statements:

Student Learning
<p>Problem Statement 1: We have less than 20% of students reaching a score of Masters on EOC exams in English I & II, and Algebra. Root Cause: Lack of tier 1 differentiated instruction, lack of teachers focusing on essential standards.</p>

Student Learning


Problem Statement 3: EOC assessment data shows that 20% of our students are not performing at a satisfactory level across all 5 standardized tests. **Root Cause:** Lack of tier 1 differentiated instruction, lack of teachers focusing on essential standards.

School Processes & Programs

Problem Statement 1: EOC assessment data shows that 20% of our students are not performing at a satisfactory level across all 5 standardized tests. **Root Cause:** Lack of tier 1 differentiated instruction, lack of teachers focusing on essential standards.

Priority 1: Priority 1: Improve student academic performance

Goal 2: By May 2025, LDHS will increase student attendance rate to 95%.





Strategy 1 Details	Reviews			
Strategy 1: LDHS will implement a attendance monitoring process to intervene with students at risk of losing credit. Staff Responsible for Monitoring: Administration, Instructional Coach Lead: Bartley Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
Strategy 2: LDHS will implement seat time protocols for credit recovery during the school year. Staff Responsible for Monitoring: Administration, Instructional Coach Lead: Bartley Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	Apr
				

Goal 2 Problem Statements:

Demographics
Problem Statement 1: Some students have consistent absences, resulting in a loss of instruction time. This also results in a lack of funding. Root Cause: Lack of connection at school, lack of parent involvement with school

Priority 1: Priority 1: Improve student academic performance

Goal 3: By May 2026, 95% of LDHS seniors will meet CCMR criteria.

Strategy 1 Details	Reviews			
Strategy 1: Provide multiple opportunities for students to gain CCMR through IBCs. Staff Responsible for Monitoring: Administration, Instructional Coach Problem Statements: School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
Strategy 2: LDHS will provide multiple opportunities for students to meet CCMR through administration of the TSIA, SAT, and Texas College Bridge. Staff Responsible for Monitoring: Administration, Instructional Coach Problem Statements: School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 3 Details	Reviews			
Strategy 3: LDHS will implement CCMR tracking through the use of the Career Craft data management software and internal systems. Staff Responsible for Monitoring: Administration, Instructional Coach, Counselors Problem Statements: School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 3 Problem Statements:

School Processes & Programs
Problem Statement 3: Not 100% of students are graduating college, career, or military ready Root Cause: Lack of understanding of the importance, lack of knowledge of IBCs, not adequate test prep, not timely and proper about the college process

Priority 2: Priority 2: Increase Faculty and Staff Engagement

Goal 1: LDHS will provide targeted, on time professional development for teachers based on areas of need.

Evaluation Data Sources: Teacher surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: LDHS will provide multiple lunch and learn sessions as well as staff meeting and scheduled PD for new and returning staff members.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach</p> <p>Problem Statements: Student Learning 1, 3 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 1 Problem Statements:

Student Learning
<p>Problem Statement 1: We have less than 20% of students reaching a score of Masters on EOC exams in English I & II, and Algebra. Root Cause: Lack of tier 1 differentiated instruction, lack of teachers focusing on essential standards.</p>
<p>Problem Statement 3: EOC assessment data shows that 20% of our students are not performing at a satisfactory level across all 5 standardized tests. Root Cause: Lack of tier 1 differentiated instruction, lack of teachers focusing on essential standards.</p>
School Processes & Programs
<p>Problem Statement 1: EOC assessment data shows that 20% of our students are not performing at a satisfactory level across all 5 standardized tests. Root Cause: Lack of tier 1 differentiated instruction, lack of teachers focusing on essential standards.</p>

Priority 3: Priority 3: Improve Parent & Family/Community Engagement

Goal 1: LDHS will engage in weekly communication with the campus community during the 2025-26 school year, resulting in a 5% increase in family engagement through survey data. This includes overviews of the week, in addition to campus celebrations and upcoming activities.

Evaluation Data Sources: Parent Square usage, parent surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: LDHS will communicate through our Weekly Newsletter, Counselors communication, Parent Square, and social media.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, Counselors</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: LDHS will implement a Student of the Month program that celebrates students.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: LDHS will partner with LDMS and have 3 separate checkpoints where LDMS 8th grade students are learning about programs of study prior to course selection. There will be an action step taken each quarter that builds on each other and leads up to 8th grade transition night for parents and students in February.</p> <p>Staff Responsible for Monitoring: Principal and Counselor</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1 Problem Statements:

Demographics
<p>Problem Statement 1: Some students have consistent absences, resulting in a loss of instruction time. This also results in a lack of funding. Root Cause: Lack of connection at school, lack of parent involvement with school</p>

Student Learning

Problem Statement 2: Some parents have communicated that they do not feel as though they are informed on college readiness, programs of study, and opportunities to support students. **Root Cause:** Lack of systemic communication, lack of opportunities for parents to engage with counseling staff

School Processes & Programs





Problem Statement 2: Some parents have communicated that they do not feel as though they are informed on college readiness, programs of study, and opportunities to support students. **Root Cause:** Lack of systemic communication, lack of opportunities for parents to engage with counseling staff

Perceptions

Problem Statement 1: Some parents have communicated that they do not feel as though they are informed on college readiness, programs of study, and opportunities to support students. **Root Cause:** Lack of systemic communication, lack of opportunities for parents to engage with counseling staff

Priority 3: Priority 3: Improve Parent & Family/Community Engagement

Goal 2: LDHS will plan and host multiple community activities during the school year.





Strategy 1 Details	Reviews			
<p>Strategy 1: Plan and host all the following events: Fish Camp, Open House, Homecoming week, 8th Grade Day, Adulting Day, Activities Fair, and Spring Showcase.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, Counselors, Organization Sponsors</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2 Problem Statements:

Student Learning
<p>Problem Statement 2: Some parents have communicated that they do not feel as though they are informed on college readiness, programs of study, and opportunities to support students. Root Cause: Lack of systemic communication, lack of opportunities for parents to engage with counseling staff</p>
School Processes & Programs
<p>Problem Statement 2: Some parents have communicated that they do not feel as though they are informed on college readiness, programs of study, and opportunities to support students. Root Cause: Lack of systemic communication, lack of opportunities for parents to engage with counseling staff</p>
Perceptions
<p>Problem Statement 1: Some parents have communicated that they do not feel as though they are informed on college readiness, programs of study, and opportunities to support students. Root Cause: Lack of systemic communication, lack of opportunities for parents to engage with counseling staff</p>

Priority 4: Priority 4: Efficient Operations

Goal 1: LDHS will develop a campus budget that supports strong financial stewardship.

Strategy 1 Details	Reviews			
Strategy 1: LDHS will align campus budget with the CIP priorities. Staff Responsible for Monitoring: Administration Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	Apr
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1 Problem Statements:

Demographics
Problem Statement 1: Some students have consistent absences, resulting in a loss of instruction time. This also results in a lack of funding. Root Cause: Lack of connection at school, lack of parent involvement with school

State Compensatory

Budget for Lake Dallas High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Lake Dallas ISD utilizes SCE funds primarily to provide personnel who provide direct services to at-risk students. These funds may also be allocated for initiatives which may include but are not limited to: Professional development supporting the use of sheltered instructional strategies, tiered response classroom interventions, and Student/Teacher Assistance Teams, implementation of PBIS strategies at every campus, monitoring of all student performance, including special populations, on State assessment, graduation rates, attendance, retention rates, and withdrawals.

Lake Dallas Independent School District

Lake Dallas Middle School

2025-2026 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Title I Status & Demographics	4
Gender	4
Ethnicity & Race	4
Special Populations & Programs	5
Student Involvement	5
Community Partnerships	5
Student Learning	7
Academic Performance & Growth	7
Intervention & Enrichment Opportunities	7
Advanced Learning & CCMR Foundations	7
Whole Child Success	8
School Processes & Programs	9
Curriculum & Instruction	9
Professional Development	9
Leadership & Decision-Making Processes	10
Communication	10
Organization, Scheduling & Support Services	10
Extracurricular & Cocurricular Opportunities	11
Technology Integration & Plan	11
Perceptions	13
Surveys, Interviews, & Focus Groups	13
Parent Engagement Evaluations & Participation Levels	13
Culture, Climate, Values, and Beliefs	13
Community Partnerships & Volunteer Data	13
Staff Surveys & Feedback	13
Student Feedback	13
Communication Data	14
Staff Retention	14
Communities in Schools (CIS)	14
Priority Problem Statements	16
Comprehensive Needs Assessment Data Documentation	17
Priorities	19
Priority 1: Priority 1: Increase Student Success	19
Priority 2: Priority 2: Increase Faculty and Staff Engagement	31
Priority 3: Priority 3: Improve Parent & Family/Community Support	38

Priority 4: Priority 4: Efficient Operations: Ensure Strong Financial Stewardship	43
State Compensatory	48
Budget for Lake Dallas Middle School	48
Campus Funding Summary	49

Comprehensive Needs Assessment

Demographics

Demographics Summary

Lake Dallas Middle School (LDMS) is the only middle school in Lake Dallas ISD, serving students from the communities of Lake Dallas, Corinth, Shady Shores, and Hickory Creek. Current enrollment is **843 students**, reflecting a decline of approximately **57 students (6.3%)** from the typical enrollment of ~900 in recent years. The student mobility rate is **11.7%**, which is below the state average.

Title I Status & Demographics

- The 2025–2026 school year marks LDMS’s **14th consecutive year as a Title I Schoolwide campus**.
- **Economically Disadvantaged**: 41.4% (349 students). This percentage has remained near 40% since 2014–2015 but is projected to grow with feeder campus trends.
- **Hispanic population**: 36.7% in 2024–2025, continuing a steady upward trend (23.3% in 2013–2014 → 35.9% in 2022–2023).
- **Emergent Bilingual (EB)**: 14.4% (121 students), up from 5.4% in 2014–2015 and 12.9% in 2022–2023, though still below the state average.

Gender

- Female: 49.4% (416)
- Male: 50.7% (427)

Ethnicity & Race

- Hispanic: 36.7% (309)
- White: 43.3% (365)
- Black/African American: 10.6% (89)
- Asian: 3.1% (26)
- American Indian/Alaskan Native: 0.4% (3)
- Two or More Races: 6.1% (51)
- Native Hawaiian/Pacific Islander: 0.0%

Special Populations & Programs

- **Gifted & Talented (GT):** 8.4% (71 students).
- **Special Education (SPED):** 17.9% (151 students), higher than both district (12.8%) and state (12.6%) averages.
 - Largest categories: Learning Disability (49%), Autism (17%), Emotional Disturbance (9%), Intellectual Disability (9%).
- **Section 504:** 21% (177 students).
- **Dyslexia:** 17.7% (149 students).
- **At-Risk:** 40.9% (345 students), lower than the district (51%) but consistent with LDMS's historical range.
- **Other Student Indicators:** Foster Care (0.1%), Immigrant (2.0%), Military Connected (0.8%), Homeless (0.1%).

Student Involvement

Over **500 students** participate in extracurricular programs, including:

- Athletics
- Fine Arts (Band, Choir, Theater)
- Robotics
- Academic UIL
- National Junior Honor Society
- Student Council
- 4-H
- Chess Club

These programs foster academic enrichment, leadership, and school pride.

Community Partnerships

LDMS has partners with **Communities in Schools (CIS)** to provide a School Program Manager. This program continues into the **2025–2026 school year**, offering academic and social-emotional support for students and families.

Demographics Strengths

Diverse Student Population

- With 36.65% Hispanic/Latino, 10.56% Black/African American, 43.30% White, and 6.05% Two-or-More Races, LDMS reflects cultural and racial diversity.
- This diversity provides opportunities for inclusive practices, multicultural learning, and culturally responsive teaching.

Strong Identification Systems for Student Programs

- High percentages of students appropriately served: 21% in Section 504, 17.9% SPED, 17.7% Dyslexia, and 14.3% Emergent Bilingual.
- Indicates effective processes for screening and identifying students who require additional services and supports.

Full Participation in Title I Schoolwide Program

- 100% of students benefit from Title I resources, allowing the campus to implement comprehensive interventions, professional development, and instructional supports without eligibility restrictions.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Declining Enrollment

Root Cause: Community demographic shifts, family relocations, or perceptions of programming may be contributing to the enrollment decline, impacting funding and staffing allocations.

Problem Statement 2 (Prioritized): Persistent Achievement Gaps Among Subgroups (ED, EB, SPED)

Root Cause: While identification and support exist, instructional practices, intervention systems, and curriculum alignment have not fully closed gaps, leaving subgroup performance significantly below campus averages.

Student Learning

Student Learning Summary

Academic Performance & Growth

Lake Dallas Middle School students demonstrated a range of performance outcomes on the Spring 2024 STAAR assessments.

- **6th Grade:** 76% Approaches in Reading (49% Meets, 24% Masters); 77% Approaches in Math (37% Meets, 11% Masters).
- **7th Grade:** 75% Approaches in Reading (52% Meets, 26% Masters); 51% Approaches in Math (25% Meets, 2% Masters).
- **8th Grade:** 83% Approaches in Reading (56% Meets, 32% Masters); 69% Approaches in Math (25% Meets, 4% Masters); 78% Approaches in Science (49% Meets, 17% Masters); 58% Approaches in Social Studies (32% Meets, 20% Masters).
- **Algebra I EOC:** 100% Approaches, 81% Meets, 42% Masters.

Subgroups reflect achievement gaps, particularly for students who are **Economically Disadvantaged (ED)**, **Emergent Bilingual (EB/ESL)**, and those receiving **Special Education (SPED)** services. For example, in 6th grade Reading, 67% of ED students achieved Approaches compared to 76% overall, and in 7th grade Math, only 31% of SPED students reached Approaches compared to 51% overall. These disparities guide targeted interventions during **Falcon Time** and tutorials.

Intervention & Enrichment Opportunities

LDMS offers multiple support systems to address student needs:

- **Falcon Time:** Campus-wide intervention, enrichment, and acceleration block that provides structured support for all students, including small-group instruction and accelerated learning aligned to HB 1416.
- **Tutorials & Extended Learning:** Before- and after-school tutorials, extended library/computer lab access, and summer school opportunities are available and well-attended.
- **Special Populations Support:** All grade levels have inclusion support in classrooms with students receiving Specially Design Instruction to better support students with IEPs. Newcomers receive 2 hours of daily ELA instruction with the ESL teacher, while inclusion and pull-out supports are embedded into core instruction for SPED and EB students.

Advanced Learning & CCMR Foundations

Advanced academic opportunities continue to expand:

- Students excelled in **Algebra I EOC** with 100% meeting Approaches, laying a foundation for high school CCMR readiness.
- LDMS offers **8 CTE courses**, including Robotics I & II, Video Game Design I & II, Landscaping, Small Animals, Management, and Business Information Management, with several courses providing high school credit.
- Students have access to enrichment opportunities such as **UIL Academics, Robotics Club, Spelling Bee, Foreign Language Exploratory, and Chess Club**, which encourage talent development beyond core subjects.

Whole Child Success

LDMS emphasizes both academic and social-emotional growth. Frequent recognition programs—including **House pep rallies, awards assemblies, student spotlights, and school board recognition**—reinforce positive behaviors and celebrate academic success. Staff monitor attendance, retention, and promotion closely to ensure all students remain on track for graduation plans and future readiness.

Student Learning Strengths

Strong Performance in Reading (8th Grade & Overall Trends)

- 8th grade Reading had **83% Approaches**, with more than half at Meets (56%) and one-third at Masters (32%), showing solid literacy growth by the end of middle school.

Algebra I Success & Early CCMR Foundations

- Algebra I EOC results were outstanding (**100% Approaches, 81% Meets, 42% Masters**), reflecting effective advanced instruction and readiness for high school coursework.

Targeted Enrichment & Advanced Opportunities

- Students have access to 8 CTE courses (some with HS credit), UIL, Robotics, and clubs, providing both academic extension and engagement beyond core classes.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 7th grade Math had the lowest STAAR outcomes (51% Approaches, 25% Meets, 2% Masters), with notable subgroup gaps (SPED at 31% Approaches).

Root Cause: Math instruction lacked consistency.

Problem Statement 2: Economically Disadvantaged, Emergent Bilingual, and students receiving Specially Designed Instruction consistently underperform compared to overall averages (e.g., 6th Reading ED 67% vs. 76% overall; 7th Math SPED 31% vs. 51% overall).

Root Cause: While supports exist (Summit K12, ESL services, Falcon Time), intervention structures may not be intensive or differentiated enough, and language/learning needs are not always fully integrated into core instruction.

School Processes & Programs

School Processes & Programs Summary

Curriculum & Instruction

All instruction at LDMS is **aligned to the Texas Essential Knowledge and Skills (TEKS)**.

- **Math:** Bluebonnet curriculum, supported through PLCs and targeted training.
- **Science:** Houghton Mifflin (H&M) curriculum.
- **CTE:** iCEV and eDynamic Learning resources, offering **8 courses**, several with high school credit (Robotics I & II, Video Game Design I & II, Landscaping, Small Animals, Management, and Business Information Management).
- **ELA & Social Studies:** TEKS-based instruction with an emphasis on **academic vocabulary** and grade-level content for all students.

The campus administers **MAP Growth assessments** in Reading, Math, and Science (Grades 6–8) to monitor progress and guide instruction.

All students participate in **Falcon Time**, a daily period dedicated to **Accelerated Instruction, intervention, and enrichment**. On Fridays, Falcon Time includes **clubs**, promoting student leadership and connectedness.

Special Programs Support:

- **Special Education:** Pull-out during Falcon Time for IEP goals; inclusion support in gen-ed classrooms.
- **Emergent Bilinguals:** Embedded ESL in RLA; **newcomers receive two hours of daily ELA with the ESL teacher**.
- **Dyslexia & 504:** Services provided as outlined in individual plans.

Professional Development

New teachers attend a **New Teacher Academy** with mentors and targeted training before the year begins. Teachers new to LDMS but with prior experience are paired with **campus buddies** for procedural support.

All staff complete **federal/state compliance training, district PD, and campus-based sessions**, along with **content-specific professional learning**. Math teachers receive **Bluebonnet curriculum training**; other departments receive PD tailored to their content and PLC needs.

Staff participate in:

- **Job-embedded coaching**
- **Off-campus workshops & conferences**
- **Individualized support and skill-based training**

This ensures professional growth is continuous and responsive.

Leadership & Decision-Making Processes

The **Campus Leadership Team (CLT)** meets monthly to monitor student achievement, align campus goals, and guide decision-making.

Teachers collaborate through **departmental PLCs**, using the **four guiding questions**:

1. What do we want students to learn?
2. How will we know they've learned it?
3. What will we do if they don't learn it?
4. What will we do if they already know it?

This framework ensures consistency in instruction, assessment, and intervention.

Communication

LDMS maintains consistent communication with staff, students, families, and the wider community through:

- **Falcon Parent Newsletter**
- **Weekly staff updates**
- **Campus website, Blackboard, and social media**

Recognition and celebrations play a central role in communication and culture:

- House celebrations
- Attendance prizes
- Awards assemblies
- School board recognitions
- Hallway displays and daily announcements

These reinforce a **positive and family-like atmosphere** across campus.

Organization, Scheduling & Support Services

LDMS runs on an **eight-period day** with **45-minute classes** and a dedicated **Falcon Time** for intervention, enrichment, and PLC collaboration.

Support services include:

- **Communities in Schools (CIS)** partnership, with a School Program Manager for mentoring and wraparound support
- **Counseling and guidance programs**
- **Targeted intervention supports** for both academic and behavioral needs
- **Attendance initiatives** with recognition and incentives

Special populations receive additional support:

- **Special Education students:** Inclusion and pull-out services
- **Emergent Bilinguals:** ESL supports, including newcomer ELA program
- **Dyslexia & Section 504:** Targeted accommodations and instructional supports

Extracurricular & Cocurricular Opportunities

Over **500 students** participate in activities that build leadership, teamwork, and school connectedness. Opportunities include:

- **Athletics** (football, volleyball, basketball, track, soccer, cross country, cheerleading)
- **Fine Arts** (band, choir, theater)
- **CTE/Academic Clubs** (Robotics, Video Game Design, Chess, 4-H, Academic UIL)
- **Leadership Organizations** (Student Council, NJHS)
- **Friday Clubs**, open to all students, based on interest surveys

These programs extend learning beyond the classroom and strengthen student engagement.

Technology Integration & Plan

LDMS students are issued **iPads with USB-C headphones** for instructional use. Technology is fully embedded into daily learning through:

- **Study Island, Summit K12, and other digital tools**
- **Learning management systems** for assignments, feedback, and assessments
- **Interactive apps** to encourage collaboration and engagement

Teachers receive professional learning to integrate technology effectively while reinforcing **digital citizenship** and responsible use.

School Processes & Programs Strengths

- **Collaborative PLC Structure**

Core content teachers (Math, ELA, Science) have common planning periods and follow the PLC framework (focusing on the 4 PLC questions). This supports shared planning, TEKS alignment, and instructional consistency.

- **Falcon Time Intervention & Enrichment**

A dedicated block for accelerated instruction, intervention, and enrichment allows targeted support for students, while also providing time for teacher PLCs and clubs.

- **Recognition & Culture-Building Systems**

House Pep Rallies, awards assemblies, and student recognition opportunities (bulletin boards, announcements, board recognition) reinforce campus culture and provide consistent celebrations of student and staff success.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Professional Development Alignment: Teachers rated PD as a weakness (27%), citing a need for stronger alignment to classroom needs and clearer instructional leadership.

Root Cause: Professional development lacks alignment to classroom practice because sessions are often compliance-driven or generalized rather than content-specific, with limited teacher input in planning. Additionally, PD is fragmented across district, campus, and outside providers without a cohesive vision, reducing its relevance and connection to instructional priorities.

Problem Statement 2 (Prioritized): Communication Consistency: Both staff and parents expressed frustration with multiple, overlapping communication channels. Families requested simplified, consistent updates on academics and events.

Root Cause: Multiple overlapping communication platforms and no clear campus-wide protocol for streamlined messaging create inconsistency, reducing clarity about programs and events.

Perceptions

Perceptions Summary

Surveys, Interviews, & Focus Groups

Staff surveys (Upbeat, Spring 2025) reflected both strengths and areas for growth. Teachers reported high levels of collaboration (82%), care and commitment to students (93%), and self-efficacy (74%). Growth areas identified included professional development (27%), trust (30%), and work/life balance (34%).

Possip parent surveys indicated that families feel welcomed at LDMS but requested clearer communication regarding academics and campus events. Student feedback collected during Falcon Camp emphasized the value of belonging, extracurricular opportunities, and supportive relationships with teachers.

Parent Engagement Evaluations & Participation Levels

LDMS families engaged through multiple events such as the **Back to School Fair**, **Falcon Camp**, **Parent Information Nights**, and adult education opportunities, including **Adult English and GED classes**. Parent volunteers supported field trips and student recognition events, while NJHS and STUCO initiatives created opportunities for families to engage in community service projects, including a **canned food drive that collected over 3,500 items** and a **school-wide picnic**.

Participation levels remained steady, though survey feedback indicates the need for improved two-way communication and streamlined scheduling to further increase family attendance at events.

Culture, Climate, Values, and Beliefs

Staff and students consistently describe LDMS as a **caring, student-centered environment** where safety and relationships are prioritized. Survey data reflected strong teacher collaboration and inclusive practices (77%), though staff expressed a need for more appreciation and recognition.

Campus-wide celebrations such as **House Pep Rallies**, **awards assemblies**, and **school-wide events** contribute to a positive climate and reinforce LDMS's values of **belonging, growth, and shared success**.

Community Partnerships & Volunteer Data

Community partnerships remained strong. NJHS and STUCO collaborated with local organizations to lead service projects, while **Communities in Schools (CIS)** provided mentoring, academic support, and wraparound services for at-risk students. Parent and community volunteers assisted with field trips, recognition programs, and campus-wide events, reinforcing LDMS's reputation for a "family atmosphere."

Staff Surveys & Feedback

Staff reported continued strengths in collaboration, student care, and inclusion, while also calling for clearer instructional leadership and recognition efforts. Professional development was identified as an area that needs stronger alignment to classroom needs.

Teacher retention remains a focus area, with survey data showing that only **46% of staff indicated commitment to stay for the following year**.

Student Feedback

Students expressed pride in extracurricular opportunities, including **athletics, fine arts, clubs, and new CTE programs** (Robotics, Video Game Design, Landscaping, Small Animals, Business Information Management). They especially value recognition opportunities such as **announcements, bulletin boards, and House Pep Rallies**, as well as support through **Falcon Time**. Some students requested a broader range of enrichment choices during Falcon Time.

Communication Data

Parent survey results highlighted the need for **consistent communication across fewer platforms**. Families preferred direct, simplified updates via **email, text, and campus newsletters** rather than multiple, overlapping channels. Staff echoed this feedback, requesting more timely and transparent communication about campus decisions.

Staff Retention

Retention remains a challenge at LDMS. While collaboration and belonging are strong, survey data reflected concerns related to **work/life balance, appreciation, and trust**. Exit interviews revealed that workload and student behavior management were contributing factors. Continued mentoring for new staff and intentional recognition efforts are planned to support retention.

Communities in Schools (CIS)

CIS continues to play a vital role in student success at LDMS. The CIS team provides **case management, small-group mentoring, and individual counseling sessions** for students identified as at-risk. Staff work closely with teachers, counselors, and administrators to address barriers to attendance, behavior, and academic achievement, ensuring wraparound supports extend beyond the classroom.

Perceptions Strengths

- **Caring, Student-Centered Environment**
Staff, students, and parents consistently describe LDMS as welcoming and supportive, with strong relationships and a sense of belonging.
- **Collaboration Among Staff**
Surveys show teachers value teamwork and feel supported by their colleagues, with 82% reporting high collaboration.
- **Community & Family Engagement**
Events such as Falcon Camp, Back to School Fair, Adult Education classes, and community service projects (e.g., 3,500+ canned food donations) highlight strong partnerships and family involvement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Staff Retention & Trust: Only 46% of staff indicated intent to return, with low trust (30%) and work/life balance (34%) as major concerns. Staff workloads and student behavior challenges are straining teachers' capacity, while limited recognition and inconsistent trust in leadership contribute to morale and retention concerns.

Root Cause: Staff workloads and student behavior challenges are straining teachers' capacity, while limited recognition and inconsistent trust in leadership contribute to morale and retention concerns.

Problem Statement 2 (Prioritized): Professional Development Alignment: Teachers rated PD poorly (27%), citing lack of relevance and clarity.

Root Cause: PD is often compliance-driven, generic, or fragmented between district and campus sessions, with limited teacher input. This reduces relevance to classroom needs and weakens instructional impact.

Problem Statement 3 (Prioritized): Communication Consistency: Parents and staff noted frustration with overlapping communication platforms and inconsistent updates.

Root Cause: The campus lacks a unified, streamlined system for communication. Multiple tools are used without clear protocols or training, leading to redundancy, gaps, and confusion.

Priority Problem Statements

Problem Statement 1: Professional Development Alignment: Teachers rated PD as a weakness (27%), citing a need for stronger alignment to classroom needs and clearer instructional leadership.

Root Cause 1: Professional development lacks alignment to classroom practice because sessions are often compliance-driven or generalized rather than content-specific, with limited teacher input in planning. Additionally, PD is fragmented across district, campus, and outside providers without a cohesive vision, reducing its relevance and connection to instructional priorities.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Communication Consistency: Both staff and parents expressed frustration with multiple, overlapping communication channels. Families requested simplified, consistent updates on academics and events.

Root Cause 2: Multiple overlapping communication platforms and no clear campus-wide protocol for streamlined messaging create inconsistency, reducing clarity about programs and events.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Communication Consistency: Parents and staff noted frustration with overlapping communication platforms and inconsistent updates.

Root Cause 3: The campus lacks a unified, streamlined system for communication. Multiple tools are used without clear protocols or training, leading to redundancy, gaps, and confusion.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Professional Development Alignment: Teachers rated PD poorly (27%), citing lack of relevance and clarity.

Root Cause 4: PD is often compliance-driven, generic, or fragmented between district and campus sessions, with limited teacher input. This reduces relevance to classroom needs and weakens instructional impact.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Persistent Achievement Gaps Among Subgroups (ED, EB, SPED)

Root Cause 5: While identification and support exist, instructional practices, intervention systems, and curriculum alignment have not fully closed gaps, leaving subgroup performance significantly below campus averages.

Problem Statement 5 Areas: Demographics

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 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

Priorities

Revised/Approved: August 1, 2025





Priority 1: Priority 1: Increase Student Success

Goal 1: By May 2026, LDMS will increase achievement in STAAR/EOC scores by 5%.

Evaluation Data Sources: 2026 Spring STAAR assessment data

Strategy 1 Details	Reviews			
<p>Strategy 1: 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 LDMS students.</p> <p>Strategy's Expected Result/Impact: PLC teams will consistently collaborate to identify essential learning targets and build shared knowledge for each unit, resulting in a guaranteed and viable curriculum across all core content areas, ensuring equitable learning opportunities for all LDMS students.</p> <p>Staff Responsible for Monitoring: Administration and Instructional Coach</p> <p>Title I: 2.51, 2.534</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: During the 2025-2026 school year, each core department will implement common formative assessments and unit assessments aligned to essential standards to monitor student learning and ensure consistency across classrooms.</p> <p>Strategy's Expected Result/Impact: Targeted progress monitoring will help ensure student mastery of essential standards.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, Department Heads</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	Apr





Strategy 3 Details	Reviews			
<p>Strategy 3: LDMS administration, instructional coach, department heads, and classroom teachers will monitor student progress in academic achievement with assessments throughout the year.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and growth</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, Department Heads</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 4 Details	Reviews			
<p>Strategy 4: LDMS will provide Accelerated Instruction to students who did not pass STAAR during the 2024-2025 school year.</p> <p>Strategy's Expected Result/Impact: Increase student knowledge of grade-level skills</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 5 Details	Reviews			
<p>Strategy 5: LDMS will provide an administrator to oversee RTI/ MTSS on the campus to support with progress monitoring and student instructional support and interventions.</p> <p>Strategy's Expected Result/Impact: Students receiving RTI/MTSS support will show measurable growth in academics and behavior through consistent progress monitoring, targeted interventions, and instructional support, leading to reduced learning gaps and increased success on MAP, STAAR, and classroom assessments.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 6 Details	Reviews			
<p>Strategy 6: LDMS will provide a dyslexia-trained special education teacher to support students identified with dyslexia.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 7 Details	Reviews			
<p>Strategy 7: LDMS will provide summer programming to meet students' needs for accelerated instruction.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Administration (Assistant Principals)</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 State Compensatory Education (SCE)</p>	Formative			Summative
	Nov	Jan	Mar	Apr

Strategy 8 Details	Reviews			
<p>Strategy 8: LDMS teachers will utilize district-provided curriculum in all core subjects to provide high-quality instruction to students.</p> <p>Strategy's Expected Result/Impact: Instruction in all core subjects will be consistently aligned to the TEKS and district expectations, ensuring curriculum fidelity, reducing instructional gaps, and improving student performance on classroom, district, and state assessments.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, Department Heads</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<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>				

Priority 1: Priority 1: Increase Student Success

Goal 2: By May 2026, LDMS will increase the student attendance rate to 96.0%.

Evaluation Data Sources: ODS Data, Attendance/Truancy Tracking

Strategy 1 Details	Reviews			
<p>Strategy 1: Student attendance and tardies are monitored every month and incentives are implemented by RCA House.</p> <p>Strategy's Expected Result/Impact: Increase in student attendance; decrease in daily tardies</p> <p>Staff Responsible for Monitoring: Administration, Attendance Clerk, Attendance Committee</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: LDMS attendance will be reviewed weekly to track and provide notifications to families of attendance concerns.</p> <p>Strategy's Expected Result/Impact: Increase in student attendance; decrease in daily tardies</p> <p>Staff Responsible for Monitoring: Administration, Attendance Clerk, Attendance Committee</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 1: Priority 1: Increase Student Success

Goal 3: By May 2026, the percentage of Emergent Bilingual students who advance at least one proficiency level as measured by 2025 TELPAS will increase by 30%.

Evaluation Data Sources: TELPAS 2026 report

Strategy 1 Details	Reviews			
<p>Strategy 1: Emergent bilingual students will utilize K12 Summit twice a week for 20-30 minutes. Strategy's Expected Result/Impact: Increased student English language acquisition Staff Responsible for Monitoring: Administration, ESL Specialist</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: LDMS will utilize the ESL teacher to deliver targeted language acquisition instruction to identified groups of Emergent Bilingual students while also supporting core teachers with strategies, resources, and coaching to meet the needs of all EB students across grades 6-8. Strategy's Expected Result/Impact: Emergent Bilingual students will receive both direct instruction and indirect support through classroom teachers, leading to improved language proficiency, increased access to grade-level content, and stronger progress toward TELPAS and STAAR growth targets.</p> <p>ESF Levers: Lever 2: Strategic Staffing Funding Sources: - 199 State Compensatory Education (SCE)</p>	Formative			Summative
	Nov	Jan	Mar	Apr

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers in grades 6-8 will intentionally integrate ELPS-aligned strategies into daily lessons across all core subjects to support the language development of Emergent Bilingual students.</p> <p>Strategy's Expected Result/Impact: Emergent Bilingual students will build academic vocabulary, strengthen reading, writing, listening, and speaking skills, and demonstrate increased success on TELPAS and STAAR assessments while gaining greater access to grade-level content.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	Apr



No Progress



Accomplished



Continue/Modify







Discontinue

Priority 1: Priority 1: Increase Student Success

Goal 4: By May 2026, LDMS will strengthen school culture by implementing CHAMPS expectations campus-wide, recognizing positive behavior through PBIS, and fostering belonging and pride through the RCA House System, resulting in increased student engagement and improved campus climate.





Evaluation Data Sources: PBIS Rewards data - positive points

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize CHAMPS Campuswide Expectations to teach student expectations in all common areas, including classrooms, cafeteria, restrooms, and hallways.</p> <p>Strategy's Expected Result/Impact: Improve behavior in the classroom and common areas, resulting in a school environment where high levels of learning will occur.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize PBIS Rewards and RCA House system to reinforce correct behaviors and utilize restorative practices to improve behavior within the classroom setting.</p> <p>Strategy's Expected Result/Impact: Build student ownership of the building.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 1: Priority 1: Increase Student Success

Goal 5: By May 2026, 100% of LDMS students will actively participate in at least one club, extracurricular activity, or enrichment opportunity.





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

Strategy 1 Details	Reviews			
<p>Strategy 1: By October 2025, create student-led and teacher-led clubs with staff sponsors based on student interest surveys. Strategy's Expected Result/Impact: Students will have ownership of their involvement, resulting in higher engagement and more diverse extracurricular offerings that reflect student passions. Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase funding and fundraising for existing and new extracurricular activities and clubs. Strategy's Expected Result/Impact: Increased funding will provide support to growing the programs. Staff Responsible for Monitoring: Staff Sponsors</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: Recognize and celebrate club and extracurricular achievements at assemblies, newsletters, and House events Strategy's Expected Result/Impact: Students will feel valued for their contributions, motivating continued engagement and fostering a culture of pride in extracurricular involvement. Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 1: Priority 1: Increase Student Success

Goal 6: By May 2025 LDMS will form at least one new partnership with a health care entity to support LDMS students with mental health services.





Evaluation Data Sources: Monthly utilization reports provided by TCHAT.

Strategy 1 Details	Reviews			
<p>Strategy 1: Telephonic psychosocial assessment with parents or guardians, and when clinically indicated, the student.</p> <p>Strategy's Expected Result/Impact: Connect eligible students with telemedicine counseling.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: After the assessment, if clinically indicated, the TCHAT can offer up to 4 therapy sessions conducted at school through a videoconferencing app.</p> <p>Strategy's Expected Result/Impact: Improved mental health and the well-being of the student.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 1: Priority 1: Increase Student Success

Goal 7: 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	Reviews			
<p>Strategy 1: Meet quarterly to gather input from teachers on students that are on the CIS caseload needing intervention .</p> <p>Strategy's Expected Result/Impact: Support students in social and emotional learning.</p> <p>Staff Responsible for Monitoring: CIS Site Coordinator</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 1: Priority 1: Increase Student Success

Goal 8: CISNT Site Coordinator provides support to a caseload of 100 students during the 23-24 school year.

High Priority





Evaluation Data Sources: CIS monthly report.

Strategy 1 Details	Reviews			
<p>Strategy 1: Conducts biweekly lunch groups per grade level. Strategy's Expected Result/Impact: Promote a positive school climate. Staff Responsible for Monitoring: CIS Site Coordinator Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Meets with students to provide supportive guidance, crisis intervention, and conflict resolution. Strategy's Expected Result/Impact: Resolve and prevent social and emotional challenges. Staff Responsible for Monitoring: CIS Site Coordinator ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 1: Priority 1: Increase Student Success

Goal 9: All students at LDMS participate in character lessons weekly during Falcon Time.

Evaluation Data Sources: Campus Calendar

Strategy 1 Details	Reviews			
<p>Strategy 1: Encourage building community, goal setting, growth mindset, and character in sessions/presentations throughout the year.</p> <p>Strategy's Expected Result/Impact: Students will feel connected and have a sense of belonging to the LDMS community.</p> <p>Staff Responsible for Monitoring: Counselors, administrators, club sponsors (contract/vendor/presentation)</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 211 - Title I, Part A - \$3,500</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will engage in discussions, written and oral responses for each of the character lessons.</p> <p>Strategy's Expected Result/Impact: Students engagement in the lessons will foster school engagement and promote a positive school culture.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Priority 2: Priority 2: Increase Faculty and Staff Engagement

Goal 1: By May 2026, LDMS will retain 90% of staff for the 2026-2027 school year.

Evaluation Data Sources: Number of staff exiting at the end of the 2025-2026 school year

Strategy 1 Details	Reviews			
<p>Strategy 1: Administration will communicate with staff and families in a timely and accurate manner. Strategy's Expected Result/Impact: Staff and families will consistently receive clear, accurate, and timely information, improving trust and reducing confusion about campus events, procedures, and expectations. Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: LDMS will celebrate staff weekly, beginning mid-September 2025, by recognizing staff in the staff newsletter, written and verbal shoutouts and praise, and providing rewards to staff utilizing PBIS Rewards. Strategy's Expected Result/Impact: Increase staff morale and campus culture Staff Responsible for Monitoring: Administration, Secretary</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	Apr





Strategy 3 Details	Reviews			
<p>Strategy 3: LDMS will provide a mentor for all new-to-teaching teachers and a buddy for experienced teachers who are new to the campus to support onboarding and integration into school culture and procedures.</p> <p>Strategy's Expected Result/Impact: New teachers and staff will feel supported, quickly learn campus procedures, and successfully integrate into the LDMS culture, leading to higher job satisfaction and retention.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 4 Details	Reviews			
<p>Strategy 4: LDMS will offer new staff members at least two opportunities to observe their colleagues on campus, allowing them to acquire insights into best teaching practices.</p> <p>Strategy's Expected Result/Impact: Increase teacher capacity</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 5 Details	Reviews			
<p>Strategy 5: Administrators will utilize the Upbeat Survey for feedback in the fall and spring of the 2025-2026 school year to better understand how to help staff feel supported and appreciated.</p> <p>Strategy's Expected Result/Impact: Staff will stay employed at LDMS because they feel supported and appreciated.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 6 Details	Reviews			
<p>Strategy 6: LDMS will provide relevant staff development to all staff during the school year.</p> <p>Strategy's Expected Result/Impact: Increase staff capacity</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide a monthly "Snack Wagon" with drinks and/or treats, delivered by student clubs or campus administration, to show appreciation and support for staff.</p> <p>Strategy's Expected Result/Impact: Increased staff morale</p> <p>Staff Responsible for Monitoring: Principal, Secretary</p>	Formative			Summative
	Nov	Jan	Mar	Apr

Strategy 8 Details	Reviews			
<p>Strategy 8: Foster a positive and supportive staff culture by providing monthly appreciation activities and recognition opportunities throughout the 2025-2026 school year.</p> <p>Strategy's Expected Result/Impact: Staff survey data will reflect increased satisfaction, morale, and retention, demonstrating that monthly appreciation efforts contributed to a stronger, more positive school culture.</p> <p>Staff Responsible for Monitoring: Administration, Secretary</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 2: Priority 2: Increase Faculty and Staff Engagement

Goal 2: LDMS will support academic success by increasing student engagement and behavior through the Ron Clark Academy House System throughout the 2025-26 school year.

Evaluation Data Sources: RCA House Points app Reports.





Strategy 1 Details	Reviews			
<p>Strategy 1: During the 24-25 school year, scheduled behavioral data meetings will be held with teachers by House breakdown.</p> <p>Strategy's Expected Result/Impact: Educate the teachers on where and when events are occurring in order to make changes to implementation.</p> <p>Staff Responsible for Monitoring: House Leadership Team</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 2: Priority 2: Increase Faculty and Staff Engagement

Goal 3: By May 2026, all core teachers at LDMS will strengthen instructional practices and improve student outcomes through consistent collaboration in monthly PLC meetings focused on TEKS alignment, assessment analysis, and targeted intervention planning.

Evaluation Data Sources: Campus Calendar, PLC Agendas, Student Assessment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a structured PLC agenda built around the 4 guiding questions (What do we want students to learn? How will we know they learned it? What will we do if they don't? What will we do if they do?).</p> <p>Strategy's Expected Result/Impact: Teachers will consistently use a structured PLC framework to drive instructional decisions, resulting in clearer learning targets, common assessments, and timely interventions or extensions that improve student achievement and close learning gaps.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, Department Heads</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Regularly review common formative assessment (CFA), unit assessment, MAP, and STAAR benchmark data to identify trends, close gaps, and monitor subgroup performance.</p> <p>Strategy's Expected Result/Impact: Teachers will use CFA, unit assessment, MAP, and STAAR benchmark data to identify student strengths and gaps, monitor subgroup performance, and adjust instruction. This will lead to more targeted interventions, improved alignment to TEKS, and measurable increases in student achievement across all core content areas.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, Department Heads</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: Align to TEKS & Curriculum: Ensure lesson plans and assessments are aligned with TEKS, Bluebonnet Math curriculum, HMH Science, and district pacing guides.</p> <p>Strategy's Expected Result/Impact: Instruction will be consistently aligned to TEKS, Bluebonnet Math, HMH Science, and district pacing guides, ensuring coherence across classrooms. This will reduce variability in instruction, strengthen vertical alignment, and improve student mastery on grade-level standards and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, Department Heads</p>	Formative			Summative
	Nov	Jan	Mar	Apr





Strategy 4 Details	Reviews			
<p>Strategy 4: Develop intervention and enrichment plans during PLCs to be implemented in Falcon Time or small-group instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will plan targeted intervention and enrichment plans based on student data, leading to more effective use of Falcon Time and small-group instruction. This will result in accelerated growth for struggling learners, increased enrichment opportunities for advanced students, and overall improvement in student performance across core content areas.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, Department Heads</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 5 Details	Reviews			
<p>Strategy 5: Campus leadership team will attend PLCs monthly to provide coaching, monitor progress, and ensure fidelity to the process.</p> <p>Strategy's Expected Result/Impact: With campus leadership actively engaged in PLCs, teachers will receive timely coaching and feedback, ensuring fidelity to the PLC process. This will strengthen instructional practices, promote accountability, and lead to measurable gains in student achievement through consistent implementation of best practices.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 2: Priority 2: Increase Faculty and Staff Engagement

Goal 4: From August 2025 through May 2026, LDMS campus administration will complete classroom walkthroughs and observations weekly to provide intentional, specific feedback to teachers.

High Priority

Evaluation Data Sources: Walkthrough Data and Calibration Walks





Strategy 1 Details	Reviews			
<p>Strategy 1: LDMS administrators will conduct walkthroughs weekly.</p> <p>Strategy's Expected Result/Impact: Data collected on areas professional development is needed. Feedback given to teachers.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: LDMS administrators will conduct observations on all required professional staff within the 2025- 2026 school year.</p> <p>Strategy's Expected Result/Impact: Data collected on areas professional development is needed. Feedback given to teachers.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<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>				

Priority 3: Priority 3: Improve Parent & Family/Community Support

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

High Priority





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize ParentSquare messaging and the LDMS Family Newsletter, to help parents understand MAP data. Strategy's Expected Result/Impact: Help parents gain an understanding of what MAP data reveals about their students learning. Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Communicate with 100% of parents about their student's current academic progress using MAP testing data. Strategy's Expected Result/Impact: Parents will have a clear understanding of their child's academic standing, which will support collaboration between home and school to improve student achievement. Staff Responsible for Monitoring: Administration, Instructional Coach</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 3: Priority 3: Improve Parent & Family/Community Support

Goal 2: By May 2026, LDMS will organize or host at least three community-wide activities during the school year to strengthen community engagement, build school-community partnerships, and foster a sense of belonging among students, families, and stakeholders.

Evaluation Data Sources: School Calendar

Strategy 1 Details	Reviews			
<p>Strategy 1: Host the Homecoming Parade. Strategy's Expected Result/Impact: Build school pride and a positive culture. Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: LDMS will host the Summer Meals Program, providing free lunches on campus for students and families in the community throughout the summer. Strategy's Expected Result/Impact: Increased access to nutritious meals for students and families, stronger community engagement, and reduced food insecurity during summer months. Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: Host parent education meetings facilitated by the Children's Advocacy Center for North Texas on the topic of Internet Safety. Strategy's Expected Result/Impact: Educate and inform parents of resources for their children. Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 3: Priority 3: Improve Parent & Family/Community Support


Goal 3: From August 2025 through May 2026, Lake Dallas Middle School staff will increase parent engagement in the 2025-2026 school year.


Evaluation Data Sources: Campus Calendar, Possip Survey Data, Sign-in Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: LDMS will host two Open House events--one in the fall and one in the spring--to strengthen family engagement, improve school-to-home communication, and provide parents with opportunities to connect with teachers and staff.</p> <p>Strategy's Expected Result/Impact: Families will gain a deeper awareness of student learning and accomplishments, resulting in increased pride, stronger parent-student connections, and higher levels of family engagement in future school events.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize Parent Square to create weekly newsletter, providing families information about the upcoming events and activities on campus..</p> <p>Strategy's Expected Result/Impact: Increase parent involvement in activities.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide a Counselor Corner Newsletter embedded within the Campus Family Newsletter detailing components of the Comprehensive Counseling Program.</p> <p>Strategy's Expected Result/Impact: Inform parents of resources and support for their children.</p> <p>Staff Responsible for Monitoring: Principal, Counselors</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 4 Details	Reviews			
<p>Strategy 4: The CISNT Site Coordinator will communicate with LDMS parents and families through multiple sources including the weekly family newsletter, to share information and connect them with community resources.</p> <p>Strategy's Expected Result/Impact: Increased parent awareness of campus events and available community resources, leading to stronger family-school connections and improved access to support services.</p> <p>Staff Responsible for Monitoring: Principal, CISNT Site Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	Apr

Strategy 5 Details	Reviews			
<p>Strategy 5: LDMS will request feedback from parents on monthly Possip surveys. Strategy's Expected Result/Impact: Increased parent voice in campus decision-making, with survey feedback used to identify needs, inform school improvement efforts, and strengthen trust between families and the school. Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 6 Details	Reviews			
<p>Strategy 6: LDMS will meet with families to review and share the Parent and Family Engagement policy and distribute the policy to 100% of families. Strategy's Expected Result/Impact: Increased awareness of parent rights, responsibilities, and opportunities for involvement in school decision-making and activities. Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 7 Details	Reviews			
<p>Strategy 7: LDMS campus webpage and online calendar will be maintained and updated communicating accurate campus information and events. Strategy's Expected Result/Impact: Families and community members will have reliable, up-to-date access to campus information and events, leading to improved communication, increased parent participation in school activities, and stronger trust in campus systems. Staff Responsible for Monitoring: Principal, Secretary</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 8 Details	Reviews			
<p>Strategy 8: LDMS will utilize social media (Facebook) to provide up-to-date communication, including campus events, and to showcase student learning. Strategy's Expected Result/Impact: Families and community members will have reliable, up-to-date access to campus information and events, leading to improved communication, increased parent participation in school activities, and stronger trust in campus systems. Staff Responsible for Monitoring: Principal, Secretary</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 9 Details	Reviews			
<p>Strategy 9: All teachers will make positive contact with every student's family within the first two weeks of school to build relationships and establish a foundation for ongoing communication. Strategy's Expected Result/Impact: 100% of families will receive a positive communication from their child's teacher within the first two weeks of school, strengthening family-school connections and fostering a welcoming, supportive campus culture. Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Nov	Jan	Mar	Apr

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Priority 4: Priority 4: Efficient Operations: Ensure Strong Financial Stewardship

Goal 1: LDMS will develop a campus budget that supports strong financial stewardship.

Evaluation Data Sources: School budget

Strategy 1 Details	Reviews			
Strategy 1: Meet with department heads routinely for budgetary needs assessment. Staff Responsible for Monitoring: Admin, Instructional Coaches, Department Heads	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
Strategy 2: LDMS will align campus budget with the CIP priorities. Strategy's Expected Result/Impact: Build trust with department heads in the budgeting process. Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 3 Details	Reviews			
Strategy 3: Departments will record all activity funds collected and turn them in to the campus secretary to be deposited at the end of each day. Strategy's Expected Result/Impact: Activity funds will be accurately documented and secured daily, ensuring compliance with district procedures and audit expectations. Staff Responsible for Monitoring: Principal, Secretary	Formative			Summative
	Nov	Jan	Mar	Apr
<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>				

Priority 4: Priority 4: Efficient Operations: Ensure Strong Financial Stewardship


Goal 2: LDMS will implement procedures to ensure safe, secure facilities.


Evaluation Data Sources: Audit door logs, Safety Drill schedule

Strategy 1 Details	Reviews			
<p>Strategy 1: LDMS will implement daily door checks and campus entry procedures.</p> <p>Strategy's Expected Result/Impact: Increased campus safety and security, ensuring all exterior doors remain locked and monitored.</p> <p>Reduction in the likelihood of unauthorized entry to the building.</p> <p>Improved student and staff confidence in campus safety procedures, contributing to a positive school climate.</p> <p>Alignment with district and state safety mandates, ensuring compliance during audits and safety evaluations.</p> <p>Staff Responsible for Monitoring: LDISD Police Officer, Administration and All Staff</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: LDMS administration will work with the staff and campus SRO to maintain safety procedures and emergency drill schedules.</p> <p>Strategy's Expected Result/Impact: Consistent implementation of safety procedures and emergency drills, ensuring staff and students are prepared to respond effectively in crisis situations.</p> <p>Increased staff confidence and readiness through regular practice and collaboration with the School Resource Officer (SRO).</p> <p>Improved student safety and well-being, reducing anxiety during emergencies and fostering a secure learning environment.</p> <p>Full compliance with district, state, and federal safety requirements, demonstrated through documented drill schedules and safety audits.</p> <p>Staff Responsible for Monitoring: Administration, SRO</p>	Formative			Summative
	Nov	Jan	Mar	Apr

Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to implement the Say Something anonymous reporting system and Centegix alert system. Monitor student technology reports and reports for safety concerns.</p> <p>Strategy's Expected Result/Impact: Increased early identification and reporting of potential safety threats, bullying, or self-harm concerns through the Say Something system.</p> <p>Faster and more reliable emergency response times with the Centegix alert system.</p> <p>Improved student trust and engagement in campus safety processes, knowing their voices and reports are taken seriously.</p> <p>Reduction in discipline incidents, safety violations, and crisis events due to proactive monitoring and intervention.</p> <p>Strengthened culture of safety and accountability, supporting a positive and secure learning environment.</p> <p>Staff Responsible for Monitoring: Administration, LDISD Police Officer</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 4 Details	Reviews			
<p>Strategy 4: LDMS staff will receive annual training on Emergency Response Protocols.</p> <p>Strategy's Expected Result/Impact: Increased understanding of safety and security protocols</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 5 Details	Reviews			
<p>Strategy 5: Maintain a Behavioral Threat Assessment Team that is current on required trainings.</p> <p>Strategy's Expected Result/Impact: Increased understanding of safety and security protocols</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 6 Details	Reviews			
<p>Strategy 6: Maintain a safety response team to address safety concerns in response to the anonymous reporting system, Say Something.</p> <p>Strategy's Expected Result/Impact: Increased understanding of safety and security protocols</p> <p>Staff Responsible for Monitoring: Administration, Counselors</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 7 Details	Reviews			
<p>Strategy 7: LDMS will train all staff and utilize Centegix and Sentinel systems for visitors to sign in, as well as for safety drills throughout the school year.</p> <p>Strategy's Expected Result/Impact: Increased safety on campus</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Nov	Jan	Mar	Apr

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Priority 4: Priority 4: Efficient Operations: Ensure Strong Financial Stewardship

Goal 3: By May 2026, LDMS will host a campus-wide educational assembly to address the dangers of drugs and alcohol.

Evaluation Data Sources: Student pre/post assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Red Ribbon Week assembly to discuss drug and alcohol prevention.</p> <p>Strategy's Expected Result/Impact: Educate students on the dangers of drugs and alcohol.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for Lake Dallas Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Lake Dallas ISD utilizes SCE funds primarily to provide personnel who provide direct services to at-risk students. These funds may also be allocated for initiatives which may include but are not limited to: Professional development supporting the use of sheltered instructional strategies, tiered response classroom interventions, and Student/Teacher Assistance Teams, implementation of PBIS strategies at every campus, monitoring of all student performance, including special populations, on State assessment, graduation rates, attendance, retention rates, and withdrawals.

Campus Funding Summary

199 State Compensatory Education (SCE)					
Priority	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$0.00
1	3	2			\$0.00
Sub-Total					\$0.00
211 - Title I, Part A					
Priority	Goal	Strategy	Resources Needed	Account Code	Amount
1	4	2			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	7	1			\$0.00
1	8	1			\$0.00
1	8	2			\$0.00
1	9	1			\$3,500.00
1	9	2			\$0.00
4	3	1			\$0.00
Sub-Total					\$3,500.00

Lake Dallas Independent School District

Corinth Elementary School

2025-2026 Campus Improvement Plan

Accountability Rating: C

Mission Statement

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

Vision

Small School Atmosphere, Big School Opportunities

Value Statement

- **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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	17
Perceptions	19
Priority Problem Statements	21
Comprehensive Needs Assessment Data Documentation	22
Priorities	25
Priority 1: Increase Student Success	25
Priority 2: Increase Faculty and Staff Engagement	37
Priority 3: Improve Parent and Family Engagement	40
Priority 4: Efficient Operations	43
State Compensatory	47
Budget for Corinth Elementary School	47

Comprehensive Needs Assessment

Demographics

Demographics Summary

Corinth Elementary (CE) is a neighborhood school with most students residing within a couple of miles of the campus. Corinth Elementary serves approximately 537 students. 45.62% of the student population are girls, and 54.38% are boys. Our student population includes 40.97% White, 30.91% Hispanic, 12.10% Black-African American, 8.19% Two-or-More Races, 7.08% Asian, 0.56% American Indian-Alaskan Native, and 0.19% Native Hawaiian-Pacific Islander. 40.97% of our students are Economically Disadvantaged and 49.35% are At-Risk. 7.82% of the student population is Dyslexic and 5.77% is Gifted and Talented. Section 504 is 7.82%. Special Education is 16.95%. Emergent Bilingual is 13.22%. The campus' attendance rate for the 2024-2025 school year was 95.40%.

The class size for grades Pre-kindergarten through 5th ranges from 15 to 25 students per class.

Discipline referrals have decreased from the 2023-2024 school year (approximately 282 office referrals) to the 2024-2025 school year (approximately 219 office referrals).

Corinth Elementary utilized Title I funds to have a Communities in School Site Coordinator for the campus.

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

Demographics Strengths

Corinth Elementary is fully staffed 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.'

CE has 98 students served by CIS.

There are apartment buildings and houses currently being built in CE's zone that will help to increase our campus' student enrollment.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increased disruptive behaviors exhibited in classrooms with the same students.

Root Cause: Teachers need time and tools to effectively implement and practice a variety of behavior intervention strategies.

Problem Statement 2: A high percentage of parents do not participate in academic initiatives or volunteer on campus.

Root Cause: Lack of scheduling, planning, and communication opportunities in advance.

Student Learning

Student Learning Summary

STAAR Reports 2024-2025

Math

- Approaches increased by 6% from the previous year, from 64% (2024) to 70% (2025).
- Meets increased by 3% from the previous year, from 37% (2024) to 40% (2025).
- Masters increased by 8% from the previous year, from 11% (2024) to 19% (2025).
- Did Not Meet decreased by 7% from the previous, from 37% (2024) to 30% (2025)

Reading

- Approaches increased by 1.5% from the previous year, from 44% (2024) to 75.5% (2025).
- Meets increased by 6% from the previous year, from 44% (2024) to 50% (2025).
- Masters decreased by 2% from the previous year, from 18% (2024) to 16% (2025).
- Did Not Meet decreased by 4% from the previous, from 26% (2024) to 22% (2025).

Science

- Approaches decreased by 9% from the previous year, from 67% (2024) to 58% (2025).
- Meets decreased by 14% from the previous year, from 36% (2024) to 22% (2025).
- Masters decreased by 14% from the previous year, from 21% (2024) to 7% (2025).
- Did Not Meet increased by 8% from the previous, from 33% (2024) to 41% (2025)

STAAR 2024 compared to STAAR 2025 TOTALS				
	DNM	Approaches	Meets	Masters
24 Math	37.00%	64.00%	37.00%	11%
25 Math	30.00%	70%	40%	19%
Growth	-7.00%	6.00%	3.00%	8%
24 Reading	26%	74.00%	44.00%	18.00%
25 Reading	22%	75.50%	50%	16%
Growth	-4%	1.50%	6.00%	-2.00%
24 Science	33.00%	67.00%	36.00%	21.00%
25 Science	41.00%	58.00%	22.00%	7.00%
Growth	8%	-9.00%	-14.00%	-14.00%

STAAR 3-8 Performance Report

Approaches or Above All																					
	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Migrant	Non Migrant	EL Current & Monitored
Subject Area - STAAR 3-8 Reading																					
2025	79%	66%	79%	82%	N/A	100%	88%	76%	77%	81%	43%	83%	N/A	79%	67%	87%	62%	96%	N/A	79%	74%
2024	75%	74%	68%	77%	N/A	N/A	93%	88%	70%	81%	37%	100%	N/A	75%	65%	83%	62%	92%	N/A	75%	76%
2023	69%	59%	61%	78%	N/A	N/A	75%	63%	60%	78%	33%	100%	76%	56%	54%	80%	52%	80%	N/A	69%	45%
2022	50%	N/A	N/A	100%	N/A	N/A	N/A	N/A	50%	50%	N/A	N/A	50%	N/A	100%	33%	50%	N/A	N/A	50%	N/A
Subject Area - STAAR 3-8 Mathematics																					
2025	72%	63%	69%	74%	N/A	N/A	94%	76%	70%	76%	37%	100%	N/A	72%	65%	78%	54%	92%	N/A	72%	70%
2024	64%	62%	57%	68%	N/A	N/A	79%	69%	61%	68%	34%	75%	N/A	64%	56%	71%	49%	85%	N/A	64%	55%
2023	58%	49%	45%	70%	N/A	N/A	67%	44%	55%	62%	29%	83%	64%	49%	47%	67%	36%	73%	N/A	58%	45%
2022	25%	N/A	N/A	50%	N/A	N/A	N/A	N/A	50%	N/A	N/A	N/A	25%	N/A	N/A	33%	25%	N/A	N/A	25%	N/A
Subject Area - STAAR 3-8 Science																					
2025	58%	60%	45%	62%	N/A	N/A	75%	71%	63%	53%	20%	100%	N/A	58%	44%	68%	45%	79%	N/A	58%	25%
2024	48%	30%	31%	68%	N/A	N/A	75%	17%	42%	56%	32%	33%	N/A	48%	36%	60%	28%	83%	N/A	48%	42%
2023	58%	50%	59%	62%	N/A	N/A	67%	40%	45%	67%	N/A	80%	69%	40%	41%	68%	36%	77%	N/A	58%	43%
2022	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Approaches or Above 03																					
	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Migrant	Non Migrant	EL Current & Monitored
Subject Area - STAAR 3-8 Reading																					
2025	86%	57%	88%	96%	N/A	N/A	83%	75%	87%	84%	63%	67%	N/A	86%	74%	93%	73%	98%	N/A	86%	100%
2024	75%	90%	70%	67%	N/A	N/A	100%	100%	71%	81%	36%	100%	N/A	75%	73%	77%	65%	91%	N/A	75%	80%
2023	64%	56%	52%	75%	N/A	N/A	75%	60%	60%	69%	37%	N/A	68%	56%	46%	78%	47%	69%	N/A	64%	56%
2022	33%	N/A	N/A	100%	N/A	N/A	N/A	N/A	50%	N/A	N/A	N/A	33%	N/A	N/A	33%	33%	N/A	N/A	33%	N/A
Subject Area - STAAR 3-8 Mathematics																					
2025	81%	64%	79%	84%	N/A	N/A	100%	88%	77%	86%	50%	100%	N/A	81%	82%	81%	67%	96%	N/A	81%	100%
2024	78%	80%	78%	72%	N/A	N/A	100%	100%	78%	78%	44%	100%	N/A	78%	78%	79%	69%	94%	N/A	78%	80%
2023	61%	56%	52%	73%	N/A	N/A	50%	40%	60%	62%	37%	N/A	65%	52%	46%	72%	42%	66%	N/A	61%	44%
2022	33%	N/A	N/A	100%	N/A	N/A	N/A	N/A	50%	N/A	N/A	N/A	33%	N/A	N/A	33%	33%	N/A	N/A	33%	N/A

Approaches or Above 04

	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Migrant	Non Migrant	EL Current & Monitored
Subject Area - STAAR 3-8 Reading																					
2025	78%	75%	79%	74%	N/A	N/A	100%	83%	74%	86%	35%	100%	N/A	78%	67%	88%	54%	96%	N/A	78%	75%
2024	70%	64%	59%	76%	N/A	N/A	75%	100%	68%	72%	35%	N/A	N/A	70%	48%	84%	47%	89%	N/A	70%	71%
2023	66%	54%	58%	80%	N/A	N/A	60%	50%	56%	77%	38%	100%	77%	50%	52%	77%	47%	85%	N/A	66%	38%
Subject Area - STAAR 3-8 Mathematics																					
2025	70%	58%	75%	66%	N/A	N/A	100%	67%	68%	72%	30%	100%	N/A	70%	63%	77%	49%	86%	N/A	70%	75%
2024	46%	57%	32%	49%	N/A	N/A	50%	60%	45%	47%	10%	N/A	N/A	46%	21%	62%	16%	71%	N/A	46%	14%
2023	52%	46%	31%	66%	N/A	N/A	80%	33%	50%	53%	33%	N/A	56%	45%	48%	55%	30%	73%	N/A	52%	54%

Approaches or Above 05

	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Migrant	Non Migrant	EL Current & Monitored	
Subject Area - STAAR 3-8 Reading																						
2025	71%	67%	70%	73%	N/A	100%	75%	71%	70%	74%	30%	100%	N/A	71%	59%	80%	57%	94%	N/A	71%	50%	
2024	80%	70%	72%	88%	N/A	N/A	100%	67%	72%	88%	41%	100%	N/A	80%	71%	88%	69%	97%	N/A	80%	75%	
2023	77%	67%	76%	79%	N/A	N/A	100%	80%	63%	87%	17%	100%	85%	63%	65%	84%	60%	92%	N/A	77%	43%	
2022	100%	N/A	N/A	100%	N/A	N/A	N/A	N/A	N/A	100%	N/A	N/A	100%	N/A	100%	N/A	100%	N/A	N/A	N/A	100%	N/A
Subject Area - STAAR 3-8 Mathematics																						
2025	64%	67%	50%	70%	N/A	N/A	75%	71%	63%	66%	30%	100%	N/A	64%	47%	76%	45%	94%	N/A	64%	38%	
2024	68%	50%	59%	80%	N/A	N/A	75%	50%	58%	79%	45%	67%	N/A	68%	62%	73%	52%	94%	N/A	68%	58%	
2023	63%	42%	59%	71%	N/A	N/A	67%	60%	55%	69%	8%	100%	71%	51%	47%	73%	40%	83%	N/A	63%	29%	
2022	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subject Area - STAAR 3-8 Science																						
2025	58%	60%	45%	62%	N/A	N/A	75%	71%	63%	53%	20%	100%	N/A	58%	44%	68%	45%	79%	N/A	58%	25%	
2024	48%	30%	31%	68%	N/A	N/A	75%	17%	42%	56%	32%	33%	N/A	48%	36%	60%	28%	83%	N/A	48%	42%	
2023	58%	50%	59%	62%	N/A	N/A	67%	40%	45%	67%	N/A	80%	69%	40%	41%	68%	36%	77%	N/A	58%	43%	
2022	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Meets or Above All																						
	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Migrant	Non Migrant	EL Current & Monitored	
Subject Area - STAAR 3-8 Reading																						
2025	50%	37%	47%	53%	N/A	N/A	69%	57%	47%	54%	12%	67%	N/A	50%	39%	59%	27%	75%	N/A	50%	37%	
2024	44%	41%	32%	50%	N/A	N/A	57%	50%	36%	55%	7%	25%	N/A	44%	37%	50%	25%	69%	N/A	44%	31%	
2023	38%	34%	26%	47%	N/A	N/A	33%	38%	27%	49%	10%	67%	43%	30%	22%	50%	16%	53%	N/A	38%	10%	
2022	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subject Area - STAAR 3-8 Mathematics																						
2025	42%	34%	40%	43%	N/A	N/A	69%	38%	44%	38%	12%	50%	N/A	42%	34%	47%	19%	65%	N/A	42%	41%	
2024	36%	21%	32%	41%	N/A	N/A	57%	25%	35%	37%	10%	50%	N/A	36%	25%	45%	19%	58%	N/A	36%	38%	
2023	31%	29%	23%	38%	N/A	N/A	42%	6%	30%	32%	4%	33%	35%	24%	22%	38%	10%	45%	N/A	31%	17%	
2022	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subject Area - STAAR 3-8 Science																						
2025	23%	20%	10%	32%	N/A	N/A	25%	14%	24%	21%	N/A	N/A	N/A	23%	15%	28%	4%	52%	N/A	23%	N/A	
2024	13%	N/A	6%	22%	N/A	N/A	25%	N/A	14%	12%	5%	33%	N/A	13%	11%	15%	3%	29%	N/A	13%	8%	
2023	30%	17%	35%	35%	N/A	N/A	33%	N/A	34%	27%	N/A	N/A	31%	29%	18%	38%	10%	48%	N/A	30%	N/A	
2022	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Meets or Above 04																					
	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Migrant	Non Migrant	EL Current & Monitored
Subject Area - STAAR 3-8 Reading																					
2025	48%	33%	50%	45%	N/A	N/A	83%	50%	44%	55%	13%	100%	N/A	48%	37%	58%	19%	69%	N/A	48%	42%
2024	30%	21%	14%	38%	N/A	N/A	75%	40%	26%	36%	N/A	N/A	N/A	30%	12%	42%	11%	47%	N/A	30%	14%
2023	28%	15%	19%	41%	N/A	N/A	N/A	33%	19%	38%	10%	N/A	35%	18%	19%	36%	4%	52%	N/A	28%	N/A
Subject Area - STAAR 3-8 Mathematics																					
2025	38%	33%	50%	26%	N/A	N/A	83%	33%	39%	38%	9%	100%	N/A	38%	30%	47%	19%	53%	N/A	38%	58%
2024	23%	14%	18%	30%	N/A	N/A	25%	20%	26%	19%	N/A	N/A	N/A	23%	3%	36%	5%	38%	N/A	23%	N/A
2023	27%	23%	19%	39%	N/A	N/A	20%	N/A	25%	30%	10%	N/A	32%	21%	24%	30%	6%	48%	N/A	27%	23%



	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Migrant	Non Migrant	EL Current & Monitored
Subject Area - STAAR 3-8 Reading																					
2025	52%	40%	40%	62%	N/A	N/A	75%	57%	54%	50%	5%	50%	N/A	52%	32%	66%	31%	85%	N/A	52%	25%
2024	55%	50%	38%	68%	N/A	N/A	50%	67%	40%	72%	18%	33%	N/A	55%	47%	63%	31%	94%	N/A	55%	25%
2023	60%	58%	53%	63%	N/A	N/A	67%	60%	47%	69%	17%	80%	67%	49%	41%	71%	33%	83%	N/A	60%	29%
2022	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subject Area - STAAR 3-8 Mathematics																					
2025	36%	40%	20%	43%	N/A	N/A	50%	29%	39%	32%	5%	N/A	N/A	36%	26%	42%	12%	73%	N/A	36%	N/A
2024	37%	20%	22%	56%	N/A	N/A	50%	N/A	34%	40%	9%	33%	N/A	37%	27%	46%	12%	77%	N/A	37%	25%
2023	42%	42%	41%	44%	N/A	N/A	67%	20%	45%	40%	N/A	40%	49%	31%	29%	50%	17%	65%	N/A	42%	14%
2022	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subject Area - STAAR 3-8 Science																					
2025	23%	20%	10%	32%	N/A	N/A	25%	14%	24%	21%	N/A	N/A	N/A	23%	15%	28%	4%	52%	N/A	23%	N/A
2024	13%	N/A	6%	22%	N/A	N/A	25%	N/A	14%	12%	5%	33%	N/A	13%	11%	15%	3%	29%	N/A	13%	8%
2023	30%	17%	35%	35%	N/A	N/A	33%	N/A	34%	27%	N/A	N/A	31%	29%	18%	38%	10%	48%	N/A	30%	N/A
2022	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Masters All																					
	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Migrant	Non Migrant	EL Current & Monitored
Subject Area - STAAR 3-8 Reading																					
2025	16%	10%	15%	18%	N/A	N/A	19%	19%	13%	20%	N/A	N/A	N/A	16%	10%	21%	5%	28%	N/A	16%	11%
2024	19%	12%	10%	25%	N/A	N/A	21%	25%	14%	24%	N/A	N/A	N/A	19%	10%	26%	6%	35%	N/A	19%	14%
2023	16%	17%	8%	21%	N/A	N/A	17%	13%	9%	23%	2%	50%	17%	15%	7%	23%	4%	24%	N/A	16%	3%
2022	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subject Area - STAAR 3-8 Mathematics																					
2025	20%	12%	16%	26%	N/A	N/A	38%	5%	26%	13%	7%	33%	N/A	20%	16%	24%	4%	37%	N/A	20%	19%
2024	11%	3%	6%	12%	N/A	N/A	50%	6%	13%	8%	1%	N/A	N/A	11%	6%	15%	5%	19%	N/A	11%	17%
2023	12%	10%	5%	16%	N/A	N/A	25%	N/A	13%	11%	N/A	N/A	13%	10%	6%	16%	3%	17%	N/A	12%	7%
2022	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subject Area - STAAR 3-8 Science																					
2025	7%	7%	5%	8%	N/A	N/A	25%	N/A	9%	5%	N/A	N/A	N/A	7%	6%	8%	N/A	18%	N/A	7%	N/A
2024	2%	N/A	N/A	2%	N/A	N/A	25%	N/A	4%	N/A	N/A	N/A	N/A	2%	4%	N/A	2%	3%	N/A	2%	8%
2023	14%	8%	12%	19%	N/A	N/A	N/A	N/A	16%	13%	N/A	N/A	15%	14%	6%	20%	N/A	27%	N/A	14%	N/A
2022	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Masters 03																					
	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Migrant	Non Migrant	EL Current & Monitored
Subject Area - STAAR 3-8 Reading																					
2025	16%	7%	17%	18%	N/A	N/A	17%	25%	13%	20%	N/A	N/A	N/A	16%	8%	22%	6%	27%	N/A	16%	14%
2024	16%	20%	22%	12%	N/A	N/A	17%	20%	15%	19%	N/A	N/A	N/A	16%	13%	19%	9%	27%	N/A	16%	30%
2023	10%	13%	4%	13%	N/A	N/A	25%	N/A	8%	13%	N/A	N/A	10%	11%	3%	16%	N/A	13%	N/A	10%	N/A
2022	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subject Area - STAAR 3-8 Mathematics																					
2025	25%	21%	17%	33%	N/A	N/A	33%	N/A	34%	14%	17%	67%	N/A	25%	21%	28%	8%	42%	N/A	25%	29%
2024	18%	10%	17%	12%	N/A	N/A	83%	20%	22%	13%	4%	N/A	N/A	18%	15%	21%	11%	30%	N/A	18%	40%
2023	7%	N/A	4%	10%	N/A	N/A	25%	N/A	6%	8%	N/A	N/A	10%	N/A	N/A	12%	N/A	9%	N/A	7%	N/A
2022	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Masters 04																					
	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Migrant	Non Migrant	EL Current & Monitored
Subject Area - STAAR 3-8 Reading																					
2025	10%	N/A	17%	8%	N/A	N/A	17%	17%	7%	17%	N/A	N/A	N/A	10%	9%	12%	3%	16%	N/A	10%	17%
2024	10%	7%	N/A	16%	N/A	N/A	N/A	20%	4%	17%	N/A	N/A	N/A	10%	N/A	16%	N/A	18%	N/A	10%	N/A
2023	7%	8%	N/A	14%	N/A	N/A	N/A	N/A	2%	13%	5%	N/A	9%	5%	5%	9%	N/A	15%	N/A	7%	N/A
Subject Area - STAAR 3-8 Mathematics																					
2025	22%	17%	21%	21%	N/A	N/A	50%	17%	26%	14%	4%	N/A	N/A	22%	16%	28%	5%	35%	N/A	22%	25%
2024	7%	N/A	5%	11%	N/A	N/A	25%	N/A	9%	6%	N/A	N/A	N/A	7%	N/A	12%	N/A	13%	N/A	7%	N/A
2023	9%	N/A	N/A	18%	N/A	N/A	20%	N/A	13%	6%	N/A	N/A	11%	8%	7%	11%	4%	15%	N/A	9%	15%

Masters 05																					
	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Migrant	Non Migrant	EL Current & Monitored
Subject Area - STAAR 3-8 Reading																					
2025	21%	20%	10%	30%	N/A	N/A	25%	14%	22%	21%	N/A	N/A	N/A	21%	15%	26%	6%	45%	N/A	21%	N/A
2024	29%	10%	9%	46%	N/A	N/A	50%	33%	24%	35%	N/A	N/A	N/A	29%	16%	42%	7%	66%	N/A	29%	8%
2023	31%	33%	24%	33%	N/A	N/A	33%	40%	18%	40%	N/A	60%	33%	29%	15%	41%	10%	50%	N/A	31%	14%
2022	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subject Area - STAAR 3-8 Mathematics																					
2025	13%	N/A	10%	22%	N/A	N/A	25%	N/A	15%	11%	N/A	N/A	N/A	13%	9%	16%	N/A	33%	N/A	13%	N/A
2024	8%	N/A	N/A	15%	N/A	N/A	25%	N/A	8%	7%	N/A	N/A	N/A	8%	2%	13%	2%	17%	N/A	8%	8%
2023	19%	33%	12%	19%	N/A	N/A	33%	N/A	21%	17%	N/A	N/A	18%	20%	12%	23%	2%	33%	N/A	19%	N/A
2022	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subject Area - STAAR 3-8 Science																					
2025	7%	7%	5%	8%	N/A	N/A	25%	N/A	9%	5%	N/A	N/A	N/A	7%	6%	8%	N/A	18%	N/A	7%	N/A
2024	2%	N/A	N/A	2%	N/A	N/A	25%	N/A	4%	N/A	N/A	N/A	N/A	2%	4%	N/A	2%	3%	N/A	2%	8%
2023	14%	8%	12%	19%	N/A	N/A	N/A	N/A	16%	13%	N/A	N/A	15%	14%	6%	20%	N/A	27%	N/A	14%	N/A
2022	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

The following graph shows the percentage of students who progressed at least one proficiency level based on TELPAS composite scores.

TELPAS Composite Growth for Years 23-24 and 24-25 and All Campuses and All Grades

		2024-2025				
Composite Score		1	2	3	4	Totals
2023-2024	1	21	22	2	0	45
	2	11	89	48	3	151
	3	0	27	114	45	186
	4	0	5	7	11	23
	Totals	32	143	171	59	405

	#	%
Progressed 1 Level	115	28.4
Progressed 2 or More Levels	5	1.23
Totals	120	29.63

TELPAS 24-25 59 students	
Beginning	7%
Intermediate	24%
Advanced	44%
Advanced High	25%

TX-KEA/TPRI

Students in Kindergarten are assessed using TX- KEA at the beginning, middle, and end of Kindergarten. The tool is used to evaluate students' academic

success throughout Kindergarten. 79% of students showed readiness by the end of the 2024-2025 school year.

Students in 1st and 2nd grade are assessed to identify their reading and comprehension development through TPRI assessments. 90% of students were developed in their grade levels by the end of the 2024-2025 school year.

TX KEA Kinder Readiness Screener					
BOY		MOY		EOY	
52% Still Developing		39.5% still developing		21% still developing	
48% developed		60.5% developed		79% developed	
TPRI					
Still Developing			Developed		
BOY	MOY	EOY	BOY	MOY	EOY
26.00%	31%	10.00%	74.00%	79.00%	90.00%

Student Learning Strengths

The percentage of students increased in the following areas (Approaches, Meets, or Masters) or decreased in Did Not Meets in reading and math.

Math

- Approaches increased by 6% from the previous year, from 64% (2024) to 70% (2025).
- Meets increased by 3% from the previous year, from 37% (2024) to 40% (2025).
- Masters increased by 8% from the previous year, from 11% (2024) to 19% (2025).
- Did Not Meet decreased by 7% from the previous, from 37% (2024) to 30% (2025)

Reading

- Approaches increased by 1.5% from the previous year, from 44% (2024) to 45.5% (2025).
- Meets increased by 6% from the previous year, from 44% (2024) to 50% (2025).
- Did Not Meet decreased by 4% from the previous, from 26% (2024) to 22% (2025).

The percentage of students who scored Approaches or higher on the STAAR assessment increased in:

- Reading from 75% (2024) to 79% (2025)
 - Math from 64% (2024) to 72% (2025)
 - Science from 48% (2024) to 58% (2025)
-
- The percentage of White students who scored Approaches on the STAAR Reading assessment increased from 77% (2024) to 82% (2025). The percentage of Hispanic students who scored Approaches on the STAAR Reading assessment increased from 68% (2024) to 79% (2025).
 - The percentage of ESL Current and Monitored students who scored Approaches on STAAR Math increased from 55% (2023) to 70% (2025). The percentage of Hispanic students who scored Approaches on the STAAR Math assessment increased from 57% (2024) to 69% (2025).
 - The percentage of African American students who scored Approaches on the STAAR Science assessment increased from 30% (2024) to 60% (2025).

79% of students in Grades K - 2 made one year's growth in TX-KEA and TPRI.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): On the Science STAAR, 67% of students did not meet grade-level expectations based on STAAR assessment data.

Root Cause: Teachers need a systematic approach to teaching science with limited time in the schedule.

Problem Statement 2: On the TELPAS assessment, only 30% of all students progressed one level.

Root Cause: Lack of prioritizing ELPS strategies and exposures.

Problem Statement 3 (Prioritized): The same curriculum has not been consistently implemented with fidelity on campus.

Root Cause: Teachers need more training on one specific curriculum and implementation strategies.

School Processes & Programs

School Processes & Programs Summary

For curriculum, teachers in grades K-5 utilize 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, Eureka Math, Amplify for Reading, UFLI for Phonics, and Social Studies Weekly for Social Studies. Our Pre-K teacher uses CLI to provide instruction in class. Leader in Me and Momentous resources have been provided for Pre-kindergarten through 5th grade to address leadership and, life skills and social-emotional learning. Professional development is determined and provided based on the needs of the staff.

During the 2024-2025 school year, Kindergarten through 5th-grade teachers, special education teachers, and other support staff attended professional development to increase their capacity to implement Amplify and RBIS for math and reading. Kindergarten through 5th-grade teachers who provide math instruction attended professional development with Bluebonnet math (Eureka) to increase their knowledge of internalization of a new curriculum resource. 3rd - 5th-grade teachers attending Lead4ward's Rockin' Review, which teachers could learn more about how to:

- Focus review on priority TEKS clusters
- Leverage content strategies to engage learners
- Explore hands-on/minds-on activities that provide meaningful practice
- Activate student voice to create engaging review
- Empower students to analyze and take ownership of common errors

Specific teachers were also provided professional development on other topics pertinent to the subjects/ content they taught or areas based on individual teacher needs.

Several leadership teams help with decisions made on campus. The Campus Leadership Team consists of the principal, the assistant principal, the counselor, the RTI 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 campus initiatives. There is a PBIS team that consists of staff on campus. The PBIS team helps to make decisions about the implementation of PBIS. Grade-level teams were also included in decision-making for actions pertinent to their teams.

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. Information from administrators was also discussed in staff meetings on the 2nd and 4th Monday of each month.

A family newsletter is sent out to all families every two weeks. The family newsletter included upcoming events and information specific to grade-level teams, CIS, the school counselor, and other staff on campus.

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.

During school, students have opportunities to participate in Leadership Clubs each Friday, as well as the Kindness Club, Office Helpers, Announcements Team, and Leadership Assembly Team. Students also have leadership opportunities in the classroom, such as classroom jobs. During the 2024-2025 school year, student leadership opportunities increased, as there were opportunities for students to help keep the bathroom areas picked up, help monitor the cafeteria, and help in teachers' classrooms, and a Student Lighthouse Team. During the 2025-2026 school year, there will be additional leadership opportunities offered, such as breakfast buddies, tour guides, and reading buddies. Students will also have the opportunity to be WIG (Wildly Important Goals) leaders, sharing their success when they have accomplished their goals.

Technology is integrated into classrooms through programs, including Splashlearn, Lowman, Study Island, and other websites selected by teachers. Students also attended Technology class once each week, where they learned about internet safety, Digital Citizenship, typing, and other technology skills.

School Processes & Programs Strengths

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

Campus administrators send a weekly staff newsletter to provide important information and reminders.

A family newsletter is sent out to all families every two weeks to keep families knowledgeable about events on campus.

Students were offered more leadership opportunities than the previous school year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Consistent communication with families on student progress is inconsistent.

Root Cause: Teachers need tools to provide more frequent updates to families regarding student progress.

Problem Statement 2 (Prioritized): The same curriculum has not been consistently implemented with fidelity on campus.

Root Cause: Teachers need more training on one specific curriculum and implementation strategies.

Problem Statement 3: Increased disruptive behaviors exhibited in classrooms with the same students.

Root Cause: Teachers need time and tools to effectively implement and practice a variety of behavior intervention strategies.

Problem Statement 4 (Prioritized): On the Science STAAR, 67% of students did not meet grade-level expectations based on STAAR assessment data.

Root Cause: Teachers need a systematic approach to teaching science with limited time in the schedule.

Perceptions

Perceptions Summary

According to the MRA Survey, staff use planning, prioritization, and emotional management skills to guide their daily actions and stay focused on what matters most (79% - 8% increase from 2024). Staff members find their work meaningful and feel valued, respected, and supported with opportunities to use their strengths, to connect with their passions, and to grow in their role (86%- 12% increase from 2024). The school engages the community through collaborative partnerships and service learning that provides students and their families with sources of support and learning (71%- 12% increase from 2024). Teachers are able to support students in learning and applying the behaviors linked to effective goal achievement (73%- 13% increase from 2024). Schools have annual goals teachers play a meaningful role in creating and everyone is involved in achieving. Progress towards schoolwide goals is regularly tracked, reflected on, and used to make decisions (83%- 7% increase from 2024). The MRA survey was completed by 153 4th and 5th-grade students, 44 staff, and 42 families in May 2025.

Students working to overcome barriers, problem-solve, and find solutions on their own and know how to enlist support when needed, decreased from 2024 to 75%, a 5% decrease in 2025. Students' caregivers are satisfied with the school's efforts to involve them in their child's learning through inclusive opportunities, communication, and support for learning at home decreased from 2024 to 74%, a 7% decrease in 2025. Students feel cared about and understood by people in their school decreased from 2024 to 70%, a 6% decrease in 2025. Students believe they are provided with schoolwide and classroom opportunities that include them in decision-making and grow their leadership competence decreased from 2024 to 79%, a 4% decrease in 2025. Students have a high trust relationship with at least one teacher they feel comfortable with and can connect to decreased from 2024 to 72%, a 7% decrease in 2025. Students are confident in their ability to set and achieve their goals, decreasing from 2024 to 69%, a 5% decrease in 2025. Students have a high-expectations relationship with someone who provides the encouragement and support they need to lead their learning decreased from 2024 to 71%, a 5% decrease in 2025.

According to the Upbeat survey completed by staff in Spring 2025, teachers at Corinth Elementary build trusting relationships with parents (92%). The principal at CE looks out for the well-being of the staff (97%). The staff trusts the principal (97%), and the principal backs staff up when they need support (97%). The principal uses data to monitor students' progress (97%). The staff feel physically safe at the school (97%). The principal at my school communicates a clear vision for teaching and learning (95%) and helps each other improve their instructional practices (90%). The school is a welcoming community for newly hired teachers (92%). The staff has someone they can turn to on campus when they are having a difficult time (95%). They feel like they belong at this school (95%), and people at the school care about them (97%). Opportunities are accessible to all teachers, regardless of race, culture, and other aspects of personal identity (92%). Administrators value the perspectives of teachers (95%) and respect staff (97%) from different races, ethnicities, and cultures. Administrators actively work towards creating an inclusive school culture (97%). Teachers strive to help all students feel like they belong (95%) and care about the well-being of the students (97%). Staff find a sense of purpose in the work they do each day (95%) and believe that the work they do has a lasting positive impact on students (95%). Teachers can see themselves teaching at CE for at least the next year (97%) and are satisfied with being a teacher at this school (97%).

Teachers feel that the professional development available to them is not a good use of their time (53%) and that the workload expected of teachers is not reasonable (54%). They feel they do not have influence over hiring professional staff (62%). Teachers are not satisfied with how much their salaries will increase over time (13%). Teachers do somewhat feel that their school building is clean and well-maintained (77%). Teachers somewhat feel that the school proactively recruits teachers from diverse backgrounds (72%). Disciplinary practices are not applied fairly to all students at the school (74%). Teachers do not feel out school is well funded (46%).

According to feedback gathered from the Possip survey sent to parents each month, during the 2024-2025 school year, 82% of families that completed the survey are happy with the school, and 14% are mostly happy. The feedback showed praise for teachers being engaging with their students, overall communication from the school, and family engagement opportunities during the year.

Perceptions Strengths

The staff use planning, prioritization, and emotional management skills to guide their daily actions and stay focused on what matters most, find their work meaningful and feel valued, respected, and supported with opportunities to use their strengths, to connect with their passions, and to grow in their role. The school engages the community through collaborative partnerships and service learning that provides students and their families with sources of support and learning. Teachers are able to support students in learning and applying the behaviors linked to effective goal achievement. Students have annual goals that teachers play a meaningful role in creating, and everyone is involved in achieving them. Progress towards schoolwide goals is regularly tracked, reflected on, and used to make decisions.

The staff trusts the principal, and the principal backs the staff up when they need support. The principal uses data to monitor students' progress. The school is a welcoming community for newly hired teachers. The staff has someone they can turn to on campus when they are having a difficult time. The staff believes in strong instructional efficacy. Opportunities are accessible to all teachers, regardless of race, culture, and other aspects of personal identity. Administrators respect staff from different races, ethnicities, and cultures. Teachers strive to help all students feel like they belong and care about the well-being of the students. Staff find a sense of purpose in the work they do each day and believe that the work they do has a lasting positive impact on students. Teachers can see themselves teaching at CE for at least the next year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students don't feel that they have someone to turn to and trust or a sense of belonging.

Root Cause: Lack of parental support between the students and teachers results in poor classroom relationships.

Problem Statement 2: Rules for student behavior are not consistently enforced by teachers, even for students who are not in their class.

Root Cause: The staff has not collectively committed to prioritizing and ensuring ALL students are held to the same behavioral expectations in all settings.

Problem Statement 3: Increased disruptive behaviors exhibited in classrooms with the same students.

Root Cause: Teachers need time and tools to effectively implement and practice a variety of behavior intervention strategies.

Problem Statement 4 (Prioritized): On the Science STAAR, 67% of students did not meet grade-level expectations based on STAAR assessment data.

Root Cause: Teachers need a systematic approach to teaching science with limited time in the schedule.

Priority Problem Statements

Problem Statement 1: On the Science STAAR, 67% of students did not meet grade-level expectations based on STAAR assessment data.

Root Cause 1: Teachers need a systematic approach to teaching science with limited time in the schedule.

Problem Statement 1 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: The same curriculum has not been consistently implemented with fidelity on campus.

Root Cause 2: Teachers need more training on one specific curriculum and implementation strategies.

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability 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
- 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
- State-developed online interim assessments
- 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
- T-TESS data
- T-PESS 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
- Action research results
- Other additional data

Priorities

Revised/Approved: August 1, 2025

Priority 1: Increase Student Success

Goal 1: By May 2026, 90% of Corinth Elementary students will make one year's academic growth in reading and math.





High Priority

Evaluation Data Sources: STAAR, MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Increase in teacher capacity and student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: CE will monitor student progress in academic achievement with assessments throughout the year.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and growth</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, RTI Teacher</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	Apr

Strategy 3 Details	Reviews			
<p>Strategy 3: CE will provide a Literacy Teacher to deliver targeted intervention and literacy support for students with reading difficulties in Kindergarten through 2nd grade utilizing a specialized literacy program.</p> <p>Strategy's Expected Result/Impact: Increased growth in reading skills</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, RTI Teacher</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Literacy Teacher 100% - 199 State Compensatory Education (SCE)</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 4 Details	Reviews			
<p>Strategy 4: CE will provide Accelerated Instruction to students who did not pass STAAR during the 2024-2025 school year.</p> <p>Strategy's Expected Result/Impact: Increase student knowledge of grade-level skills</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 5 Details	Reviews			
<p>Strategy 5: Each CE PLC team will utilize Common Formative Assessments, Summative Assessments, and Data-Driven Instruction analysis to routinely monitor students' mastery of the TEKS in reading, math, and science.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 6 Details	Reviews			
<p>Strategy 6: CE will provide an RTI/ MTSS Teacher on the campus to support with progress monitoring and student instructional support and interventions.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: RTI Teacher 100% - 199 State Compensatory Education (SCE)</p>	Formative			Summative
	Nov	Jan	Mar	Apr





Strategy 7 Details	Reviews			
<p>Strategy 7: CE will provide dyslexia-trained general education therapists and special education teachers to support students identified with dyslexia.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Dyslexia Therapist - 199 State Compensatory Education (SCE)</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 8 Details	Reviews			
<p>Strategy 8: CE will offer half-day and full-day prekindergarten for three year olds and full-day pre-kindergarten for the 2025-2026 school year.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Pre-kindergarten Teachers 100% - 199- Early Education Allotment, Pre-kindergarten aid 100% - 429 - Pre-K Grant</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 9 Details	Reviews			
<p>Strategy 9: Provide summer programming to meet students' needs for accelerated instruction.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Director of curriculum</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 State Compensatory Education (SCE)</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 10 Details	Reviews			
<p>Strategy 10: CE teachers will create intervention and extension groups based on Common Formative Assessment data to provide targeted instruction to meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Team Leads</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	Apr

Strategy 11 Details	Reviews			
<p>Strategy 11: Students in Kindergarten through 5th grade will be given opportunities for independent reading daily.</p> <p>Strategy's Expected Result/Impact: Increase students' ability to read and comprehend books on their level</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 12 Details	Reviews			
<p>Strategy 12: CE teachers will utilize district-provided curriculum in all core subjects to provide high-quality instruction to students.</p> <p>Strategy's Expected Result/Impact: Increase student growth</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 1: Increase Student Success

Goal 2: By May 2026, 80% of 5th grade students at CE will make one year's growth in science.





Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Students in grades K-5 will receive explicit science instruction utilizing district- approved curriculum in classrooms for a minimum of four days each week.</p> <p>Strategy's Expected Result/Impact: Increased knowledge of science vocabulary and concepts</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Classroom teachers in grades K-5 will provide hands-on science activities at least twice a month.</p> <p>Strategy's Expected Result/Impact: Increase student knowledge of science vocabulary and concepts</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<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>				

Priority 1: Increase Student Success

Goal 3: By May 2026, the percentage of Emergent Bilingual students who advance at least one proficiency level as measured by 2025 TELPAS will increase by 30%.


Evaluation Data Sources: TELPAS 2026 report

Strategy 1 Details	Reviews			
<p>Strategy 1: Emergent bilingual students will utilize K12 Summit twice a week for 20-30 minutes. Strategy's Expected Result/Impact: Increased student English language acquisition Staff Responsible for Monitoring: Principal, Assistant Principal, ESL Specialist</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: CE will have an ESL Teacher provide targeted language acquisition support for students in grades K-5. Strategy's Expected Result/Impact: Increased student English language acquisition Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing Funding Sources: ESL Teacher 100% - 199 State Compensatory Education (SCE)</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: ELPS strategies will be included in Kindergarten through 5th grade lessons daily. Strategy's Expected Result/Impact: Increase students' ability to understand concepts taught Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 1: Increase Student Success

Goal 4: By May 2026, CE will increase the student attendance rate to 96.0%.





Evaluation Data Sources: ODS Data, Attendance/Truancy Tracking

Strategy 1 Details	Reviews			
Strategy 1: Student attendance and tardies are monitored every month and incentives are implemented by class. Strategy's Expected Result/Impact: Increase in student attendance; decrease in daily tardies Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
Strategy 2: CE attendance will be reviewed weekly to track and provide notifications to families of attendance concerns. Strategy's Expected Result/Impact: Increase attendance rate Staff Responsible for Monitoring: Assistant Principal	Formative			Summative
	Nov	Jan	Mar	Apr
				

Priority 1: Increase Student Success

Goal 5: On the Leader in Me Measurable Results Assessment, CE will show increases in student culture in both student trust and student empowerment from Spring of 2025 to Spring of 2026.





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

Strategy 1 Details	Reviews			
<p>Strategy 1: 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 2026.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Principal, Assistant Principal, Lighthouse Coordinators</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 1: Increase Student Success

Goal 6: CE will provide opportunities for students to grow in the area of social and emotional well-being through movement, music, SEL activities, and literacy.

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus guidance counselor will provide counseling lessons to students in grades PreK3-5th. Strategy's Expected Result/Impact: Increased social and emotional coping skills Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Leader in Me lessons will be implemented in classrooms three times per week. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal, Assistant Principal, Lighthouse Coordinators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: At CE, classroom teachers will have circle time with their students a minimum of twice per week. Strategy's Expected Result/Impact: Build community within the classroom Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 4 Details	Reviews			
<p>Strategy 4: CE will participate in district initiatives, such as Start with Hello Week, Red Ribbon Week, and Unity Day. Strategy's Expected Result/Impact: Increased student awareness Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	Apr





Strategy 5 Details	Reviews			
<p>Strategy 5: CE will utilize our Communities in Schools representative to provide open-group lessons to students based on the needs of the students.</p> <p>Strategy's Expected Result/Impact: Students will be able to respond appropriately to situations and self-regulate.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>ESF Levers: Lever 2: Strategic Staffing</p> <p>Funding Sources: CIS Site Coordinator - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 6 Details	Reviews			
<p>Strategy 6: The campus guidance counselor will provide weekly lessons to Tier 3 RTI students with behavior needs and biweekly lessons to Tier 2 RTI students with behavior needs.</p> <p>Strategy's Expected Result/Impact: Decrease student dysregulation, students learn coping skills and strategies and increase classroom instruction time due to decreased disruptions.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, RTI Specialist</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 1: Increase Student Success

Goal 7: CE will increase student leadership opportunities, participation in clubs/ extracurricular activities, and participation in service learning projects within the community by 10%.

- Evaluation Data Sources:** Walkthroughs
 Student interviews
 Student Leadership Teams
 The number of students involved in clubs/ extracurricular activities
 Attendance Logs for Service Learning Opportunities





Strategy 1 Details	Reviews			
<p>Strategy 1: School-wide leadership assemblies held throughout the school year will be led by student leaders. The assemblies will highlight student achievement and student leadership.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and culture</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Lighthouse Coordinators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be provided leadership opportunities, such as cafeteria helpers, helping keep the building tidy, office helpers, safety patrol, library helpers, and student mentor programs.</p> <p>Strategy's Expected Result/Impact: Students are empowered to be leaders on campus.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Leader in Me Campus Coordinators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: CE will offer a Friday schedule that provides club time to 100% of students in kindergarten through grade five during the school day.</p> <p>Strategy's Expected Result/Impact: Increase in student participation in clubs, as not all students are able to participate when clubs are offered after school</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p>	Formative			Summative
	Nov	Jan	Mar	Apr

Strategy 4 Details	Reviews			
Strategy 4: CE will participate in two service opportunities during the school year. Strategy's Expected Result/Impact: Students will be responsible, contributing community members. Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Nov	Jan	Mar	Apr
<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>				

Priority 2: Increase Faculty and Staff Engagement

Goal 1: From August 2025 through May 2026, CE campus administration will complete classroom walkthroughs and observations weekly to provide intentional, specific feedback to teachers.

Evaluation Data Sources: Walkthrough Data and Calibration Walks





Strategy 1 Details	Reviews			
<p>Strategy 1: CE administrators will conduct walkthroughs weekly.</p> <p>Strategy's Expected Result/Impact: Data collected on areas professional development is needed. Feedback given to teachers.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: CE administrators will conduct observations on all required professional staff within the 2025- 2026 school year.</p> <p>Strategy's Expected Result/Impact: Data collected on areas professional development is needed. Feedback given to teachers.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 2: Increase Faculty and Staff Engagement

Goal 2: By May 2026, CE will retain 90% of staff for the 2026-2027 school year.

Evaluation Data Sources: Number of staff exiting at the end of the 2025-2026 school year





Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators will utilize the Upbeat Survey for feedback in the fall and spring of the 2025-2026 school year to better understand how to help staff feel supported and appreciated. Strategy's Expected Result/Impact: Staff will stay employed at CE because they feel supported and appreciated. Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: From August 2025 through May 2026, CE will provide mentors to all new to teaching teachers. Staff Responsible for Monitoring: Principal and Instructional Coach</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: Between August 2025 and May 2026, CE will offer new staff members at least two opportunities to observe their colleagues on campus, allowing them to acquire insights into best teaching practices. Strategy's Expected Result/Impact: Increase teacher capacity Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 4 Details	Reviews			
<p>Strategy 4: CE will celebrate staff weekly by recognizing staff in the staff newsletter, providing a rose to staff during staff meetings who have helped another staff member, providing rewards to staff utilizing PBIS Rewards, and monthly draft picks. Strategy's Expected Result/Impact: Increase staff morale and campus culture Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	Apr

Strategy 5 Details	Reviews			
<p>Strategy 5: CE will provide staff development to all staff during the school year.</p> <p>Strategy's Expected Result/Impact: Increase staff capacity</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 3: Improve Parent and Family Engagement

Goal 1: From August 2025 through May 2026, Corinth Elementary staff will increase parent communication during the 2025-2026 school year by 5%.

Evaluation Data Sources: Parent Square, Social media analytics, newsletter analytics, Campus Calendar, Communication Logs

Strategy 1 Details	Reviews			
<p>Strategy 1: Biweekly newsletters will be sent to families via Parent Square. Strategy's Expected Result/Impact: Increased communication between the school and home, Families will be aware of campus events Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: CE campus webpage and online calendar will be maintained and updated communicating accurate campus information and events. Strategy's Expected Result/Impact: Increased communication between the home and school, Families will be aware of campus events Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: CE will utilize social media (Facebook) to provide up-to-date communication, including campus events, and to showcase student learning. Strategy's Expected Result/Impact: Increased campus communication with families and community Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 4 Details	Reviews			
<p>Strategy 4: All teachers will contact all families to share positive feedback on the students within the first two weeks of school. Strategy's Expected Result/Impact: Increased campus communication with families, Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 3: Improve Parent and Family Engagement


Goal 2: From August 2025 through May 2026, Corinth Elementary staff will increase parent/ community engagement in the 2025-2026 school year.

Evaluation Data Sources: Parent Square reports, sign-in sheets from events, number of events held throughout the year

Strategy 1 Details	Reviews			
<p>Strategy 1: CE staff will host 2 family events during the 2024 - 2025 school year. Strategy's Expected Result/Impact: Increased parent engagement Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: CE will request feedback from parents on the monthly surveys. Strategy's Expected Result/Impact: Increase family engagement, provide feedback for areas of strength and growth Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: CE will provide families opportunities to engage in their student's learning throughout the 2025- 2026 school year by inviting parents to attend two student-led/ parent-teacher conferences, and an open house and music program for each grade level. Strategy's Expected Result/Impact: Increase parent engagement, guide for families to understand and assist with their child's education needs Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 4 Details	Reviews			
<p>Strategy 4: CE will meet with families to review and share the Parent and Family Engagement policy and distribute the policy to 100% of families. Strategy's Expected Result/Impact: Increase parent engagement Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 5 Details	Reviews			
<p>Strategy 5: CE will provide activities in the family newsletter monthly for families to engage in at home. Strategy's Expected Result/Impact: Increased parent engagement, develop school-parent partnership Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	Apr

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Priority 4: Efficient Operations

Goal 1: From August 2025 through May 2026, CE will ensure a fiscally responsible budget is followed.





Evaluation Data Sources: Adopted budget, Expenditure Report

Strategy 1 Details	Reviews			
Strategy 1: Develop campus budget and monitor expenditures to align with CIP priorities throughout the school year. Strategy's Expected Result/Impact: To ensure efficient and effective use of funds Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	Apr
<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>				

Priority 4: Efficient Operations

Goal 2: From August 2025 through May 2026, CE will implement procedures to ensure safe, secure facilities.

Evaluation Data Sources: Audit door logs, maintain a drill schedule


Strategy 1 Details	Reviews			
Strategy 1: CE will implement daily door checks and campus entry procedures. Strategy's Expected Result/Impact: Increased campus security Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
Strategy 2: CE will work with the staff and campus SRO to maintain safety procedures. Strategy's Expected Result/Impact: Increased campus security Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 3 Details	Reviews			
Strategy 3: CE will implement the Say Something anonymous reporting system and Centegix alert system. Strategy's Expected Result/Impact: Increased campus security Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Nov	Jan	Mar	Apr
<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>				

Priority 4: Efficient Operations

Goal 3: CE faculty and staff will comply with all district security and safety practices throughout the 2025-2026 school year.

Evaluation Data Sources: Practice safety drills and door policies

Strategy 1 Details	Reviews			
Strategy 1: CE will have a School Resource Officer (SRO) on campus daily to monitor campus activities. Strategy's Expected Result/Impact: Increased campus security Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
Strategy 2: CE will have a secure front door and vestibule with a buzzer and camera system for entry into the building and office. Strategy's Expected Result/Impact: Increased campus security Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 3 Details	Reviews			
Strategy 3: Exterior door audits will be conducted weekly and logs will be maintained. Strategy's Expected Result/Impact: Increased campus security Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 4 Details	Reviews			
Strategy 4: CE staff will receive annual training on Emergency Response Protocols. Strategy's Expected Result/Impact: Increased understanding of safety and security protocols Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 5 Details	Reviews			
Strategy 5: Maintain a Behavioral Threat Assessment Team that is current on required trainings. Strategy's Expected Result/Impact: Increased understanding of safety and security protocols Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Nov	Jan	Mar	Apr

Strategy 6 Details	Reviews			
Strategy 6: Maintain a safety response team to address safety concerns in response to the anonymous reporting system, Say Something. Strategy's Expected Result/Impact: Increased understanding of safety and security protocols Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 7 Details	Reviews			
Strategy 7: CE will train all staff and utilize Centegix and Sentinel systems for visitors to sign in, as well as for safety drills throughout the school year. Strategy's Expected Result/Impact: Increase safety on campus Staff Responsible for Monitoring: Principal, Assistant Principal, Secretary, Receptionist	Formative			Summative
	Nov	Jan	Mar	Apr
				

State Compensatory

Budget for Corinth Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Lake Dallas ISD utilizes SCE funds primarily to provide personnel who provide direct services to at-risk students. These funds may also be allocated for initiatives which may include but are not limited to: Professional development supporting the use of sheltered instructional strategies, tiered response classroom interventions, and Student/Teacher Assistance Teams, implementation of PBIS strategies at every campus, monitoring of all student performance, including special populations, on State assessment, graduation rates, attendance, retention rates, and withdrawals.

Lake Dallas Independent School District

Lake Dallas Elementary School

2025-2026 Campus Improvement Plan



Mission Statement

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

Vision

Small School Atmosphere, Big School Opportunities

Value Statement

- **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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
STAAR Performance Measures Grades 3-5	7
TELPAS	8
Literacy K-5	8
School Processes & Programs	9
Perceptions	11
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	14
Priorities	17
Priority 1: Priority 1.1: Student Success	17
Priority 2: Priority 2: Faculty and Staff Engagement	26
Priority 3: Priority 3: Parent & Family/Community Support	29
Priority 4: Priority 4: Efficient Operations	32
State Compensatory	34
Budget for Lake Dallas Elementary School	34
Title I Personnel	35
Campus Funding Summary	36

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. Lake Dallas Elementary serves approximately 500 students. Our student population is 54.2% Hispanic, 35.4% White, 5.4% Black-African American, 2.8% Two-or-More Races, 1.8% Asian, 0% American Indian-Alaskan Native, and 0.4% Native Hawaiian-Pacific Islander. 54% of our students are Economically Disadvantaged, and 62% are At-Risk. 10.4% of the student population is Dyslexic, and Gifted and Talented make up 5%. Section 504 is 6.6%, Special Education is 19.8%, and 29% of students are Emergent Bilingual. The 2024-25 campus attendance rate was 94.8%.

The 2025-26 school year will be Lake Dallas Elementary School's 15th year as a Title I campus. Lake Dallas Elementary has the highest percentage of economically disadvantaged students in the district.

Class sizes for each grade level vary between 12 and 23 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.

Since January 2013, LDE has used Title 1 funds to acquire a Communities in Schools Site Coordinator for the campus. The 2013-2014 school year was the first year LDE offered a CIS Site Coordinator year-round. The CIS program will continue through the 2025-26 school year.

Demographics Strengths

- LDE had 101 students served by CIS.
- 66.3% of LDE teachers have taught for more than 11 years.
- 34.4% of LDE teachers have taught between 11-20 years.
- Campus size creates an environment where teachers and parents have easy access to campus and central administration to address needs quickly and efficiently.

- The summer breakfast and lunch program is hosted at Lake Dallas Elementary School during Summer School to improve participation.

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): Recruitment of highly qualified bilingual teachers is a challenge.

Root Cause: Colleges and teacher certification programs have communicated that there are fewer participants in the program, despite a high demand for bilingual teachers.

Student Learning

Student Learning Summary

LDE Assessments Growth Comparison for 2024 - 2025									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus
All									
Percent of Tests									
% at Approaches GL Standard or Above	69%	62%	61%	79%		100%	100%	65%	58%
% at Meets GL Standard or Above	41%	14%	35%	52%		64%	0%	35%	21%
% at Masters GL Standard	14%	3%	7%	25%		27%	0%	10%	1%
Reading									
Percent of Tests									
% at Approaches GL Standard or Above	76%	67%	73%	80%		100%	100%	75%	61%
% at Meets GL Standard or Above	51%	25%	46%	60%		40%	0%	63%	31%
% at Masters GL Standard	19%	8%	11%	29%		40%	0%	13%	3%
Mathematics									
Percent of Tests									
% at Approaches GL Standard or Above	66%	58%	56%	78%		100%	100%	63%	54%
% at Meets GL Standard or Above	38%	8%	32%	50%		80%	0%	25%	21%
% at Masters GL Standard	14%	0%	6%	26%		20%	0%	13%	1%
Science									
Percent of Tests									
% at Approaches GL Standard or Above	59%	60%	45%	77%		100%	100%	50%	41%
% at Meets GL Standard or Above	23%	0%	15%	37%		100%	0%	0%	11%
% at Masters GL Standard	4%	0%	2%	9%		0%	0%	0%	0%

69% of our students achieved Approaches Grade Level or higher. Reading scores for all students approaching grade level or higher increased from 71% to 76%. Math scores for all students approaching grade level or higher increased from 64% to 66%. Science scores for all students approaching grade level or higher increased from 53% to 59%.

The following graph shows the percentage of students who progressed at least one proficiency level as evidenced by TELPAS composite scores:

Grade Level	% of Students Who Progressed at Least One Proficiency Level on TELPAS
1	68%
2	6%
3	13%
4	33%
5	43%
K-2	43%
3-5	32%

Students in grades K-5 are assessed on their reading level through the Fountas & Pinnell benchmarking System at various times throughout the year:

Grade Level	BOY- % On Level or Above Level	EOY - % On Level or Above Level
K	MOY - 41.1%	54.5%
1	42.4 %	51.0 %
2	41.1 %	32.0 %
3	34.0 %	41.0 %
4	41.3 %	45.0 %
5	45.9 %	36.0 %

The campus utilized a variety of research-based data sources in order to monitor student progress and draw conclusions regarding student achievement. In grades K-5, 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. Tier 2 and Tier 3 interventions were implemented and well-supported by instructional staff, including a Title I instructional assistant for reading support.

Student Learning Strengths

STAAR Performance Measures Grades 3-5

In Science, our current Special Education students' scores have continued to steadily improve in the Approaches level over the past three years, increasing from 9% Approaches in 2023 to 28% Approaches in 2025.

Our Reading and Math Approaches Grade Level or higher scores increased from the previous year for our All Students Group (Reading 71% to 76%, Math 64% to 66%). Reading saw improvements in the Meets or higher scores for the Hispanic, White, and Two or More Races student groups compared to the previous year. We also saw increases in Meets or higher in Math in our current and former Special Education student groups compared to the previous year: Current SPED 9% to 15% and Former SPED 30% to 50%.

We saw gains in the number of students achieving Masters on the Math STAAR assessment in the All Students category, as well as the White, Two or More Races, Former Special Education, Economically Disadvantaged, and EB/EL Current & Monitored student groups compared to last year's scores.

TELPAS

Our students made gains on the TELPAS assessment, demonstrating growth. The most growth was seen in first grade, where we had 27 Emergent Bilingual Students, and 17 of them (or 68%) progressed at least one proficiency level on their TELPAS composite score.

Literacy K-5

Kindergarten, first grade, third grade, and fourth grade showed gains from their first Fountas & Pinnell testing to their End-of-Year Fountas & Pinnell reading level testing. More students were reading on or above level than when they tested at the beginning of the year in the early grades.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Reading: In K-5, 58% of students were reading below grade level according to Fountas & Pinnell.

Root Cause: Professional Development is needed in research-based literacy practices.

Problem Statement 2 (Prioritized): On Grade 5 Science STAAR, 59% of students met the passing standard.

Root Cause: Teachers need clarity on the instructional rigor of science requirements, as well as a daily schedule that lends itself more to hands-on activities.

Problem Statement 3 (Prioritized): On STAAR Mathematics, 66% of all students in grades 3-5 scored Approaches or higher.

Root Cause: Students are demonstrating gaps in their mathematics learning that need to be filled. Teachers need access to quality professional development and high-quality instructional materials to support the mathematics TEKS.

School Processes & Programs

School Processes & Programs Summary

LDE has begun a transition from a Dual Language One Way program to a Transitional Early Exit bilingual program. LDE has partnered with Region 11 to ensure the implementation is aligned to the state Transitional Early Exit 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 1st grade. Beginning with the 2022-23 school year, all emergent bilingual students began utilizing Summit K12 to leverage individualized learning paths that will further develop and enrich English language acquisition.

The district/campus continued the use of TEKS Resource System curriculum for 2024-2025. Students utilized Study Island learning software for academic intervention during the 2024-25 school year.

Benchmarks were determined using NWEA MAP testing in Reading and Mathematics (and Science for 5th grade).

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 2024-25.

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.

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

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.

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

Strong efforts were made by the campus to recruit new staff members for the 2025-2026 school year. Multiple applicants for each open position were carefully considered.

Each classroom/teacher is provided with technology to enhance instructional strategies and learning. 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.

LDE will offer full-day PreK sections for three and four-year-olds, 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 students in need of assistance with a team available at each campus. The SSSP teams will continue for the 2025-2026 school year.

During the 2024-2025 school year, the following extracurricular clubs were offered to students after school: Elementary Choir, Folklorico, Learn-Grow-Eat- & Go! Club, and GOAL Soccer Club. During the 2025-26 school year, students will be offered the opportunity to participate in club time during the school day.

School Processes & Programs Strengths

- Professional Learning Communities were held weekly and facilitated by grade-level team leads and 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 and ESL teachers, Counselor, and Instructional Coach, also met to ensure campus practices aligned to the campus mission and vision.
- Campus ESL teacher supported literacy growth and development of the Emergent Bilingual population.
- Reading teachers and Title 1 Reading Paraprofessional supported literacy growth and development by providing support to developing readers.

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 professional development days. There have not been opportunities to receive training on resources.

Perceptions

Perceptions Summary

During the 2024-2025 school year, Possip surveys were sent out to LDE families each month to gather feedback about general campus topics, such as operations, academics, teachers and staff, and community and culture. Feedback that was generated was used to improve campus operations and improve the family-school relationship/communication. End-of-Year Possip Results show that 95% of LDE respondents were happy or mostly happy with our campus.

Distribution of Possip Praise by Category	
General	39%
Teacher & Staff	38%
Community & Culture	14%
Operations	5%
Academics	4%

All LDE faculty and staff were provided with the opportunity to complete an Upbeat Survey at the beginning and end of the year to provide insight into their perceptions regarding Staff Engagement. 88% of the faculty and staff completed the survey at the beginning of the year, and 93% of the faculty and staff completed the survey at the end of the year. Data from the Spring indicated gains in Principal/Teacher Trust, Teacher Voice & Leadership, and Recruitment/Hiring & Onboarding. Data from the Spring showed opportunities for growth in Collaboration, Evaluation, and Inclusive Practices.

The Leader in Me Measurable Results Assessment (MRA) was sent to students in grades 4 and 5 at the end of the year. All LDE families and all LDE staff were also asked to complete the MRA Survey in early May of 2025. We received 162 student surveys, 41 staff surveys, and 26 family surveys. The overall Leader in Me score was a 77, with a score of 77 in Leadership, a score of 80 in Culture, and a score of 75 in Academics. Scores increased from last year to this year in every sub-category, except for Student Leadership, Supportive Environment for Students, Empowering Teachers, and Goal Achievement.

Leader in Me MRA Sub-Categories	2024 MRA Score	2025 MRA Score	Difference
Student Leadership	75	74	-1
Staff Leadership	78	82	+4
Family & Community Engagement	75	75	+0
Supportive Student Environment	78	76	-2
Supportive Staff Environment	82	84	+2
Empowering Teachers	79	76	-3
Empowered Learners	76	76	+0

Leader in Me MRA Sub-Categories	2024 MRA Score	2025 MRA Score	Difference
Goal Achievement	75	73	-2

Perceptions Strengths

LDE families report positively when surveyed monthly on Possip surveys, with 95% of families reporting that they are happy or mostly happy with LDE.

Data from the Upbeat surveys completed by staff at the end of the year show that Appreciation and Recruitment/Hiring/Onboarding percentages for engagement are significantly higher than the district engagement percentages. From the Spring 2024 to the Spring 2025 Upbeat survey, Principal/Teacher Trust and Teacher Voice & Leadership saw gains, indicating that teachers feel supported and embrace the leadership roles held on campus.

On the MRA Leader in Me Survey, we maintained scores across the board in the Overall LIM Score and the three categories of Leadership, Culture, and Academics. The Overall LIM Scores remained at 77 this year, holding the increase of three points we saw last year. The Leadership category increased from 76 to 77 this year, with a slight decline in Student Leadership (-1), a gain in Staff Leadership (+4), and no change in Family & Community Engagement (+0). The Culture category maintained a score of 80 this year, with a slight decline in Supportive Student Environment (-2) and a positive gain in Supportive Staff Environment (+2). In the Academics category, we maintained a score of 76 in Empowered Learners (+0).

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students do not feel empowered or supported when applying their personal leadership habits in their academic pursuits.

Root Cause: Students and teachers do not have adequate time to implement and apply Leader in Me goal-setting and leadership habits during the school day.

Priority Problem Statements

Problem Statement 1: On STAAR Mathematics, 66% of all students in grades 3-5 scored Approaches or higher.

Root Cause 1: Students are demonstrating gaps in their mathematics learning that need to be filled. Teachers need access to quality professional development and high-quality instructional materials to support the mathematics TEKS.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Reading: In K-5, 58% of students were reading below grade level according to Fountas & Pinnell.

Root Cause 2: Professional Development is needed in research-based literacy practices.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: On Grade 5 Science STAAR, 59% of students met the passing standard.

Root Cause 3: Teachers need clarity on the instructional rigor of science requirements, as well as a daily schedule that lends itself more to hands-on activities.

Problem Statement 3 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 professional development days. There have not been opportunities to receive training on resources.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Students are beginning school with fewer early childhood foundational skills.

Root Cause 5: LDE has a high number percentage of students that are economically disadvantaged.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Recruitment of highly qualified bilingual teachers is a challenge.

Root Cause 6: Colleges and teacher certification programs have communicated that there are fewer participants in the program, despite a high demand for bilingual teachers.

Problem Statement 6 Areas: Demographics

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

Priorities

Revised/Approved: August 1, 2025





Priority 1: Priority 1.1: Student Success

Goal 1: By May of 2026, LDE students will increase achievement in Math, Reading, and Science by 5%.

Evaluation Data Sources: STAAR scores, NWEA MAP, CLI, TPRI

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional Learning Communities (PLC) teams will meet 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>Strategy's Expected Result/Impact: Increase in teacher capacity and student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Each grade level PLC team will utilize Common Formative Assessments and Summative Assessments to routinely monitor students' mastery of the TEKS in the areas of reading, math, and science (5th grade).</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	Apr

Strategy 3 Details	Reviews			
<p>Strategy 3: LDE teachers will create intervention and extension groups based on Common Formative Assessment data to provide targeted instruction to meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Team Leads</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: Title I Educational Aide - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 4 Details	Reviews			
<p>Strategy 4: Using data, timely interventions will be provided to all students, including those who are identified as at-risk and/or required to have accelerated instruction to meet the requirements of HB1416.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and growth.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 5 Details	Reviews			
<p>Strategy 5: LDE will have a Literacy Teacher provide targeted intervention and literacy support for students in grades K-5.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and growth in reading</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Early Literacy Specialist (50%) - 199 State Compensatory Education (SCE) - \$34,500</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 6 Details	Reviews			
<p>Strategy 6: LDE will provide an RtI/MTSS Teacher on the campus to support with progress monitoring and student instructional support and interventions.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and growth</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: RtI Specialist (50%) - 199 State Compensatory Education (SCE) - \$34,500</p>	Formative			Summative
	Nov	Jan	Mar	Apr

Strategy 7 Details	Reviews			
<p>Strategy 7: LDE will provide dyslexia trained general education teachers and MTA-trained special education teachers to support students identified with dyslexia.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and growth</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Dyslexia Specialist (25%) - 199 State Compensatory Education (SCE) - \$15,500, Dyslexia Specialist (25%) - 199 State Compensatory Education (SCE) - \$15,500</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 8 Details	Reviews			
<p>Strategy 8: LDE will provide full-day pre-kindergarten for the 2025-2026 school year for three and four-year-olds.</p> <p>Strategy's Expected Result/Impact: Increased kindergarten readiness</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: PreK Teacher (50%) - 199 State Compensatory Education (SCE) - \$35,000, PreK Teacher (50%) - 199 State Compensatory Education (SCE) - \$35,000, PreK Paraprofessional (50%) - 199 State Compensatory Education (SCE) - \$10,500, PreK Paraprofessional (50%) - 199 State Compensatory Education (SCE) - \$10,500</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 9 Details	Reviews			
<p>Strategy 9: Provide summer programming to meet students' needs for accelerated instruction.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Director of Curriculum, Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: Summer School - 199 State Compensatory Education (SCE)</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1 Problem Statements:

Demographics

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

Student Learning

Problem Statement 1: Reading: In K-5, 58% of students were reading below grade level according to Fountas & Pinnell. **Root Cause:** Professional Development is needed in research-based literacy practices.





Problem Statement 2: On Grade 5 Science STAAR, 59% of students met the passing standard. **Root Cause:** Teachers need clarity on the instructional rigor of science requirements, as well as a daily schedule that lends itself more to hands-on activities.

Problem Statement 3: On STAAR Mathematics, 66% of all students in grades 3-5 scored Approaches or higher. **Root Cause:** Students are demonstrating gaps in their mathematics learning that need to be filled. Teachers need access to quality professional development and high-quality instructional materials to support the mathematics TEKS.

Priority 1: Priority 1.1: Student Success

Goal 2: By May 2026, the percentage of Emergent Bilingual students who advance at least one proficiency level as measured by 2025 TELPAS will increase by 5%.

Evaluation Data Sources: TELPAS 2026 report

Strategy 1 Details	Reviews			
<p>Strategy 1: All LDE bilingual teaching staff will receive research-based professional development and ongoing coaching support throughout the school year to support bilingual classroom instructional strategies.</p> <p>Strategy's Expected Result/Impact: Increased English language acquisition</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Emergent Bilingual students will utilize Summit K12 for 40 minutes per week.</p> <p>Strategy's Expected Result/Impact: Increased English Language Acquisition</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, ESL Teacher</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: LDE will have an ESL Teacher provide targeted language acquisition for students in grades K-5.</p> <p>Strategy's Expected Result/Impact: Increased student English language acquisition</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, ESL Teacher</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: ESL Specialist (100%) - 199 State Compensatory Education (SCE) - \$58,000</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2 Problem Statements:

Demographics

Problem Statement 2: Recruitment of highly qualified bilingual teachers is a challenge. **Root Cause:** Colleges and teacher certification programs have communicated that there are fewer participants in the program, despite a high demand for bilingual teachers.

Student Learning

Problem Statement 1: Reading: In K-5, 58% of students were reading below grade level according to Fountas & Pinnell. **Root Cause:** Professional Development is needed in research-based literacy practices.





School Processes & Programs

Problem Statement 1: 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 professional development days. There have not been opportunities to receive training on resources.

Priority 1: Priority 1.1: Student Success

Goal 3: By May 2026, LDE will increase the student attendance rate to 95.8%.

Evaluation Data Sources: Campus Attendance Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: Increase in student attendance; decrease in daily tardies</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, CIS</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Student attendance and tardies are monitored weekly and incentives are implemented by class and grade level.</p> <p>Strategy's Expected Result/Impact: Increase in student attendance; decrease in daily tardies.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: Through the bi-monthly newsletters and truancy preventive measures (including parent meetings and phone calls), campus administrators will inform families of the importance and the impact of chronic absenteeism on a student's learning success.</p> <p>Strategy's Expected Result/Impact: Increase in student attendance</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 1: Priority 1.1: Student Success


Goal 4: By May 2026, LDE will increase to 80% in Trusting Relationships and School Belonging as measured by the Leader in Me Measurable Results Assessment (MRA).

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

Strategy 1 Details	Reviews			
<p>Strategy 1: LDE will utilize Positive Behavior Interventions & Supports (PBIS) to generate student engagement. Strategy's Expected Result/Impact: Increase in attendance and engagement resulting in increased student achievement. Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will hold leadership roles on campus through the development of Student Action Groups. Strategy's Expected Result/Impact: Increased student voice in decision-making Staff Responsible for Monitoring: Lighthouse Action Group Leads</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: 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. Strategy's Expected Result/Impact: Increased student engagement and culture Staff Responsible for Monitoring: Principal, Assistant Principal, Lighthouse Coordinators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 4 Details	Reviews			
<p>Strategy 4: Measurable Results Assessment (MRA) will be given to 4th and 5th-grade students, all LDE staff, and families to determine the level of student engagement and campus culture in the Spring of 2026. Strategy's Expected Result/Impact: To provide climate and culture perception data from students Staff Responsible for Monitoring: Principal, Assistant Principal, Lighthouse Coordinators</p>	Formative			Summative
	Nov	Jan	Mar	Apr

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Priority 2: Priority 2: Faculty and Staff Engagement


Goal 1: By May 2026, LDE will retain 90% of the teaching staff for the 2026-2027 school year.

Evaluation Data Sources: Staffing reports

Strategy 1 Details	Reviews			
<p>Strategy 1: LDE staff will complete an Upbeat Survey in the Fall and Spring of the 2025-2026 school year. Strategy's Expected Result/Impact: Feedback will be used to gauge the organizational health the campus and work towards continuous improvement. Staff Responsible for Monitoring: Principal Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus leadership team will celebrate staff on a continual basis throughout the year. Strategy's Expected Result/Impact: Increased staff morale; Increase in Upbeat survey results in the area of appreciation Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: All teachers with less than 3 years of teaching experience will receive mentoring and support from an assigned mentor and the Instructional Coach. Strategy's Expected Result/Impact: Increase in teacher capacity and retention Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 4 Details	Reviews			
<p>Strategy 4: All teachers with less than 3 years of teaching experience or new to the campus will receive support through monthly campus meetings led by the campus instructional leadership team. Strategy's Expected Result/Impact: Increase in teacher support as measured on Upbeat survey Staff Responsible for Monitoring: Principal Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	Apr

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1 Problem Statements:





School Processes & Programs

Problem Statement 1: 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 professional development days. There have not been opportunities to receive training on resources.

Priority 2: Priority 2: Faculty and Staff Engagement

Goal 2: LDE 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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teaching staff will receive professional development in the PLC model throughout the school year. Strategy's Expected Result/Impact: Increased understanding of effective PLCs and implementation of effective strategies Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: All classroom teachers will attend Solution Tree's Professional Learning Communities: At Work conference either in-person or virtually. Strategy's Expected Result/Impact: Increased understanding of effective PLCs Staff Responsible for Monitoring: Principals, Assistant Principal, Instructional Coach</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 3: Priority 3: Parent & Family/Community Support

Goal 1: By May 2026, LDE will increase engagement participation in parent/community communication during the 2025-2026 school year by 5%.

Evaluation Data Sources: Parent Square, Social media analytics, newsletter analytics


Strategy 1 Details	Reviews			
Strategy 1: LDE will share bi-monthly campus newsletters with families. Strategy's Expected Result/Impact: Increased campus communication to families Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
Strategy 2: To begin building relationships with families at the start of the school year, all LDE homeroom teachers will contact all families within the first two weeks of school. Strategy's Expected Result/Impact: Increased campus communication to families Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 3 Details	Reviews			
Strategy 3: LDE will utilize social media at a minimum of 3 times a week to provide up-to-date communication, including campus events, and to showcase student learning. Strategy's Expected Result/Impact: Increased campus communication to families and community Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 4 Details	Reviews			
Strategy 4: LDE will send out surveys to gather feedback/communication from parents. Strategy's Expected Result/Impact: Increased communication with families Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	Apr
<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>				

Priority 3: Priority 3: Parent & Family/Community Support

Goal 2: By May 2026, LDE will increase the Measurable Results Assessment (MRA) percentage in family and community engagement by 5%.

Evaluation Data Sources: MRA and surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: LDE will host a family night in the fall and spring semesters that focuses on student learning. Strategy's Expected Result/Impact: Increased parent engagement Staff Responsible for Monitoring: Principal, Assistant Principal Problem Statements: Demographics 1 - Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Each grade level will host an open house night and musical performance for families to attend. Students will share their leadership portfolios with their families during the open house. Strategy's Expected Result/Impact: Increased parent/community engagement Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: LDE will partner with Communities in Schools during the 2025-2026 school year. Strategy's Expected Result/Impact: Increased parent/community engagement. Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 4 Details	Reviews			
<p>Strategy 4: LDE will partner with the PTA during the 2025-2026 school year. Strategy's Expected Result/Impact: Increased family and community engagement Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 5 Details	Reviews			
<p>Strategy 5: LDE will increase the participation of WATCH D.O.G.S. volunteers by creating new advertising methods and designating specific volunteer days throughout the school year. Strategy's Expected Result/Impact: Increased parent engagement Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	Apr

Strategy 6 Details	Reviews			
Strategy 6: LDE will partner with the Lake Cities Fire Department during the month of October for Fire Prevention/Safety Month. Strategy's Expected Result/Impact: Increased parent/community engagement. Increased fire safety awareness for students Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 7 Details	Reviews			
Strategy 7: LDE will partner with the Rotary Club during the 2025-2026 school year. Strategy's Expected Result/Impact: Increased community engagement Staff Responsible for Monitoring: Principal/Assistant Principal	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 8 Details	Reviews			
Strategy 8: LDE will host a Career Day where community partners will be invited to visit the campus to teach students about their careers and the skills and education needed for future success. Strategy's Expected Result/Impact: Increased community engagement Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor	Formative			Summative
	Nov	Jan	Mar	Apr
				





Goal 2 Problem Statements:

Demographics
Problem Statement 1: Students are beginning school with fewer early childhood foundational skills. Root Cause: LDE has a high number percentage of students that are economically disadvantaged.
Student Learning
Problem Statement 1: Reading: In K-5, 58% of students were reading below grade level according to Fountas & Pinnell. Root Cause: Professional Development is needed in research-based literacy practices.
Problem Statement 2: On Grade 5 Science STAAR, 59% of students met the passing standard. Root Cause: Teachers need clarity on the instructional rigor of science requirements, as well as a daily schedule that lends itself more to hands-on activities.
Problem Statement 3: On STAAR Mathematics, 66% of all students in grades 3-5 scored Approaches or higher. Root Cause: Students are demonstrating gaps in their mathematics learning that need to be filled. Teachers need access to quality professional development and high-quality instructional materials to support the mathematics TEKS.

Priority 4: Priority 4: Efficient Operations

Goal 1: From August 2025 through May 2026, LDE will ensure a financially responsible budget is followed.





Evaluation Data Sources: Adopted budget, Expenditure Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop campus budget and monitor expenditures to ensure alignment with the CIP priorities throughout the school year.</p> <p>Strategy's Expected Result/Impact: To ensure efficient and effective use of funds</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 4: Priority 4: Efficient Operations

Goal 2: From August 2025 through May 2026, LDE will implement procedures to ensure safe, secure facilities.

Evaluation Data Sources: Audit door logs

Strategy 1 Details	Reviews			
<p>Strategy 1: LDE will work with the staff and campus SRO to maintain safety procedures and monthly emergency drill schedules.</p> <p>Strategy's Expected Result/Impact: Increased campus security</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: LDE will implement daily door checks and campus entry procedures.</p> <p>Strategy's Expected Result/Impact: Increased campus security</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, SRO</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: LDE will continue to implement and monitor the Say Something anonymous reporting system and the CENTEGIX Safety Platform.</p> <p>Strategy's Expected Result/Impact: Increased safety and security protocols</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for Lake Dallas Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Lake Dallas ISD utilizes SCE funds primarily to provide personnel who provide direct services to at-risk students. These funds may also be allocated for initiatives which may include but are not limited to: Professional development supporting the use of sheltered instructional strategies, tiered response classroom interventions, and Student/Teacher Assistance Teams, implementation of PBIS strategies at every campus, monitoring of all student performance, including special populations, on State assessment, graduation rates, attendance, retention rates, and withdrawals.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Shannon Craft	Title I Reading Paraprofessional		

Campus Funding Summary

199 State Compensatory Education (SCE)					
Priority	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	5	Early Literacy Specialist (50%)		\$34,500.00
1	1	6	RtI Specialist (50%)		\$34,500.00
1	1	7	Dyslexia Specialist (25%)		\$15,500.00
1	1	7	Dyslexia Specialist (25%)		\$15,500.00
1	1	8	PreK Teacher (50%)		\$35,000.00
1	1	8	PreK Teacher (50%)		\$35,000.00
1	1	8	PreK Paraprofessional (50%)		\$10,500.00
1	1	8	PreK Paraprofessional (50%)		\$10,500.00
1	1	9	Summer School		\$0.00
1	2	3	ESL Specialist (100%)		\$58,000.00
Sub-Total					\$249,000.00
211 - Title I, Part A					
Priority	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	3	Title I Educational Aide		\$0.00
Sub-Total					\$0.00

Lake Dallas Independent School District

Shady Shores Elementary School

2025-2026 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	4
School Processes & Programs	7
Perceptions	9
Priority Problem Statements	10
Priorities	11
Priority 1: Priority 1: Student Success	11
Priority 2: Priority 2: Faculty and Staff Engagement	19
Priority 3: Priority 3: Parent & Family/Community Support	22
Priority 4: Priority 4: Efficient Operations	26
State Compensatory	28
Budget for Shady Shores Elementary School	28
Title I Personnel	29
Campus Funding Summary	30

Comprehensive Needs Assessment

Demographics

Demographics Summary

There were approximately 550 students enrolled at SSE at the end of the 2024-2025 school year. The mobility rate has remained steady at around 9%. Economically Disadvantaged percentage has decreased from 45% to 38% due to the district's participation in the Community Eligibility Provision (CEP). The ELL population has decreased from 13% to 12%. The special education population has increased from 21% to 25% with the amount of students qualifying for ECSE increasing compared to years past, dyslexia now falling under special education, and new students moving into the area. The at-risk population is 45%. Student attendance increased from 95.2% to 96.0%. 6% of the teachers are beginning teachers.

Demographics Strengths

All staff, including teachers and paraprofessionals, have met the requirements for 'highly qualified.' 70% of teachers have 6 or more years of teaching experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The attendance rate of economically disadvantaged and at-risk students is lower than the campus average.

Root Cause: A lack of transportation when students miss the bus, and lack of knowledge regarding chronic absenteeism and its impact on student success.

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 pre-kindergarten, the campus utilized CLI to assess student progress. In grades K-2, the campus has utilized Fountas and Pinnell and TPRI to assess student progress in literacy. In grades K-5, the campus utilized NWEA MAP Growth to assess student learning in math. 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.

STAAR for 2024 - 2025

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	E
All										
Percent of Tests										
% at Approaches GL Standard or Above	78%	65%	67%	86%	%	100%	%	91%	63%	
% at Meets GL Standard or Above	53%	35%	38%	61%	%	100%	%	73%	35%	
% at Masters GL Standard	22%	11%	13%	29%	%	0%	%	33%	9%	
Number of Tests										
# at Approaches GL Standard or Above	467	37	129	262	0	9	0	30	183	
# at Meets GL Standard or Above	314	20	73	188	0	9	0	24	101	
# at Masters GL Standard	130	6	25	88	0	0	0	11	26	
Total Tests	598	57	193	306	0	9	0	33	290	
Reading										
Percent of Tests										
% at Approaches GL Standard or Above	85%	73%	76%	92%	%	100%	%	93%	72%	
% at Meets GL Standard or Above	63%	50%	48%	72%	%	100%	%	86%	45%	
% at Masters GL Standard	28%	23%	15%	37%	%	0%	%	43%	11%	
Number of Tests										
# at Approaches GL Standard or Above	215	16	62	120	0	4	0	13	89	
# at Meets GL Standard or Above	160	11	39	94	0	4	0	12	55	
# at Masters GL Standard	71	5	12	48	0	0	0	6	13	
Total Tests	253	22	82	131	0	4	0	14	123	
Mathematics										
Percent of Tests										
% at Approaches GL Standard or Above	74%	64%	59%	82%	%	100%	%	86%	57%	
% at Meets GL Standard or Above	48%	27%	32%	58%	%	100%	%	64%	31%	
% at Masters GL Standard	19%	5%	12%	24%	%	0%	%	36%	10%	
Number of Tests										
# at Approaches GL Standard or Above	186	14	48	108	0	4	0	12	70	
# at Meets GL Standard or Above	121	6	26	76	0	4	0	9	38	
# at Masters GL Standard	48	1	10	32	0	0	0	5	12	
Total Tests	253	22	82	131	0	4	0	14	123	
Science										
Percent of Tests										
% at Approaches GL Standard or Above	72%	54%	66%	77%	%	100%	%	100%	55%	
% at Meets GL Standard or Above	36%	23%	28%	41%	%	100%	%	60%	18%	
% at Masters GL Standard	12%	0%	10%	18%	%	0%	%	0%	2%	
Number of Tests										
# at Approaches GL Standard or Above	66	7	19	34	0	1	0	5	24	
# at Meets GL Standard or Above	33	3	8	18	0	1	0	3	8	
# at Masters GL Standard	11	0	3	8	0	0	0	0	1	
Total Tests	92	13	29	44	0	1	0	5	44	

Student Learning Strengths

STAAR Performance Measures Grades 3-5

In grade 3, STAAR RLA and Math results showed growth in both the meets and masters performance levels.

In grade 4 STAAR Math, results showed growth in the meets and masters performance levels.

In grade 5 STAAR RLA, results showed growth in the approaches and meets performance level.

In grade 5 STAAR Science, results showed growth in the approaches, meets, and masters performance level.

207 students in 4th-5th grades showed 1 year of growth on STAAR and 23 of those students showed more than 1 year of growth.

According to MAPS Growth Assessment, from fall of 2024 to spring of 2025, students in K-5 showed growth in the 41st percentile in math, and students in 3rd-5th showed growth in the 59th percentile in reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Reading 3rd-4th: Limited growth in Special Education, Emergent Bilingual, and Economically Disadvantaged students.

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

Problem Statement 2 (Prioritized): Mathematics 3rd-4th: Limited growth for Special Education, Emergent Bilingual, and Economically Disadvantaged students.

Root Cause: Significant gaps in foundational math skills.

Problem Statement 3: Mathematics K-5: 32% 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.

Problem Statement 4: Science: 36% of 5th grade students performed at the meets level on STAAR.

Root Cause: Students lack science vocabulary knowledge, and need more opportunities for writing and hands-on experiments in science.

Problem Statement 5: Reading K-2: 28% of students are performing below grade level in reading on Fountas and Pinnell.

Root Cause: Students lack foundational literacy skills.

School Processes & Programs

School Processes & Programs Summary

The district and campus continued the use of the TCMPC. 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. First and second grade students will be assessed through TPRI at the beginning of the year and at the end of the year. All students in grades K-5 take the NWEA MAP Growth assessment in math three times during the year, and 3-5 will take the NWEA MAP Growth assessment in reading.

Students participate in student leadership clubs on 12 Fridays during the school day. Students have opportunities for school-wide leadership roles.

Adjustments were made to the master schedule 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 2025-2026 school year.

School Processes & Programs Strengths

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

Opportunities for staff to have a voice in decision-making were continued through the Instructional Leadership Team, CEIC, Lighthouse, and Action Teams.

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

Students in grades K-1 and 4-5 have higher rates of discipline data reflective of behavior challenges. Students showed on the Measurable Results Assessment (Leader in Me survey) that they believe they are cared about and understood by the people in their school. Possip surveys were given out monthly to families for feedback. Upbeat surveys are administered to staff two times a year to assess the culture and climate of the school.

Perceptions Strengths

Leader in Me Measurable Results Assessment surveys students and staff for climate and culture data. Students reported positively in the areas of Supportive Student Environment, Interpersonal Development, Prosocial Behaviors, Student Empowerment, and School Belonging. Staff reported positively in the areas of Staff Leadership, Supportive Staff Environment, and School Goals, specifically in Staff Voice and Collective Efficacy.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student discipline remained higher in grades K-1 and 4-5 compared to other grade levels.

Root Cause: Students need extra support with behavior foundations and coping skills.

Priority Problem Statements

Problem Statement 1: Reading 3rd-4th: Limited growth in Special Education, Emergent Bilingual, and Economically Disadvantaged students.

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

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Mathematics 3rd-4th: Limited growth for Special Education, Emergent Bilingual, and Economically Disadvantaged students.

Root Cause 2: Significant gaps in foundational math skills.

Problem Statement 2 Areas: Student Learning

Priorities

Revised/Approved: August 1, 2025

Priority 1: Student Success





Goal 1: By May 2026, SSE students will increase achievement in Math, Reading, and Science by 5%.

Evaluation Data Sources: Spring 2026 MAP Growth Assessment Report for Math
Spring 2026 F&P data in Eduphoria for Reading

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Increase in teacher capacity and student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coach</p> <p>Title I: 2.52, 2.534</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Each grade level PLC team will utilize Common Formative Assessments and Summative Assessments to routinely monitor students' mastery of the TEKS in the areas of reading, math, and science.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coach</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	Apr

Strategy 3 Details	Reviews			
<p>Strategy 3: SSE teachers will create intervention and extension groups based on Common Formative Assessment data to provide targeted instruction to meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Team Leads</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Title I Educational Aide (100%) - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 4 Details	Reviews			
<p>Strategy 4: SSE teachers will identify students as At-Risk based on criteria and will provide targeted instruction to students to ensure academic success.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coach</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 5 Details	Reviews			
<p>Strategy 5: SSE will have a Literacy Teacher provide targeted intervention and literacy support for students in grades K-5.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coach</p> <p>Title I: 2.51, 2.52, 2.53, 2.533</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Reading Specialist (100%) - 199 State Compensatory Education (SCE)</p>	Formative			Summative
	Nov	Jan	Mar	Apr

Strategy 6 Details	Reviews			
<p>Strategy 6: SSE will provide an RtI/MTSS Teacher on the campus for supporting with progress monitoring and student instructional support and interventions.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.51, 2.52, 2.53, 2.533</p> <p>Funding Sources: RtI Specialist (50%) - 199 State Compensatory Education (SCE)</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 7 Details	Reviews			
<p>Strategy 7: SSE will provide dyslexia trained teachers and MTA-trained special education teachers to support students identified with dyslexia.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.51, 2.52, 2.53, 2.533</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Dyslexia Teacher (25%) - 199 State Compensatory Education (SCE), Dyslexia Teacher (25%) - 199 State Compensatory Education (SCE)</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 8 Details	Reviews			
<p>Strategy 8: SSE will offer full day pre-kindergarten for the 2025-2026 school year for three and four year olds.</p> <p>Strategy's Expected Result/Impact: Increased kindergarten readiness</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.51, 2.52, 2.53, 2.533, 2.535</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Pre-Kindergarten Aide (50%) - 199- State Pre-K, Pre-Kindergarten Teacher (100%) - 199- Early Education Allotment, Pre-Kindergarten Aide (50%) - 199- Early Education Allotment, Pre-Kindergarten Teacher (50%) - 199- State Pre-K</p>	Formative			Summative
	Nov	Jan	Mar	Apr

Strategy 9 Details	Reviews			
<p>Strategy 9: Provide summer programming to meet students' needs for accelerated instruction.</p> <p>Strategy's Expected Result/Impact: increased student achievement</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction</p> <p>Title I: 2.51, 2.52, 2.53, 2.533</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Summer School - 199 State Compensatory Education (SCE)</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Reading 3rd-4th: Limited growth in Special Education, Emergent Bilingual, and Economically Disadvantaged students. Root Cause: Need to increase targeted classroom and academic differentiation strategies.</p> <p>Problem Statement 2: Mathematics 3rd-4th: Limited growth for Special Education, Emergent Bilingual, and Economically Disadvantaged students. Root Cause: Significant gaps in foundational math skills.</p>

Priority 1: Priority 1: Student Success

Goal 2: By May 2026, the percentage of Emergent Bilingual students who advance at least one proficiency level as measured by 2025 TELPAS will increase by 5%.





Evaluation Data Sources: TELPAS 2026 report

Strategy 1 Details	Reviews			
<p>Strategy 1: Emergent bilingual students will utilize K12 Summit twice a week for 20-30 minutes. Strategy's Expected Result/Impact: Increased student English language acquisition Staff Responsible for Monitoring: Principal, Assistant Principal, ESL Specialist</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: SSE will have an ESL Teacher provide targeted language acquisition support for students in grades K-5. Strategy's Expected Result/Impact: Increased student English language acquisition Staff Responsible for Monitoring: Principal, Assistant Principal, ESL Specialist</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math Funding Sources: ESL Specialist (100%) - 199 State Compensatory Education (SCE)</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 1: Priority 1: Student Success

Goal 3: By May 2026, SSE will increase the student attendance rate to 96.5%.

Evaluation Data Sources: Campus Attendance Reports in Skyward





Strategy 1 Details	Reviews			
<p>Strategy 1: Attendance meetings will be held every six weeks by the campus attendance team to monitor student attendance, track trends and patterns, and to contact families regarding patterns of truancy.</p> <p>Strategy's Expected Result/Impact: Increase in student attendance</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I: 2.52, 2.53</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will receive monthly and grading period incentives for perfect attendance.</p> <p>Strategy's Expected Result/Impact: Increase in student attendance rate</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I: 2.52, 2.53</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: Through the bi-monthly newsletters and truancy preventive measures (including parent meetings and phone calls), campus administrators will inform families of the importance of attendance, and the impact of chronic absenteeism on a student's learning success.</p> <p>Strategy's Expected Result/Impact: Increase in student attendance</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 1: Priority 1: Student Success

Goal 4: By May 2026, SSE will increase to 80% in Trusting Relationships and School Belonging as measured by the Leader in Me Measurable Results Assessment (MRA).

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Measurable Results Assessment (MRA) will be given to 4th and 5th grade students, all SSE staff, and families to determine the level of student engagement and campus culture in the spring of 2026.</p> <p>Strategy's Expected Result/Impact: To provide climate and culture perception data from students</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Lighthouse Coordinators</p> <p>Title I: 2.52, 2.531</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: SSE will implement Wildly Important Goals (WIG), for school, grade level, and class goals that are aligned, during the Leadership Block to teach students how to set, track, and celebrate their goals.</p> <p>Strategy's Expected Result/Impact: Increased student understanding of goal setting</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Lighthouse Coordinators</p> <p>Title I: 2.52, 2.531</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: SSE teachers and staff will receive professional development in how to support students in learning and applying the behaviors linked to effective goal achievement.</p> <p>Strategy's Expected Result/Impact: Increased teacher and staff knowledge, MRA results show improvement in student goals support</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Lighthouse Team</p> <p>Title I: 2.52, 2.531, 2.534</p>	Formative			Summative
	Nov	Jan	Mar	Apr





Strategy 4 Details	Reviews			
<p>Strategy 4: School-wide leadership assemblies will be held every nine weeks and will be student-led. The assemblies will highlight student achievement and student leadership.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and culture</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Lighthouse Coordinators</p> <p>Title I: 2.52, 2.53, 2.531</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 5 Details	Reviews			
<p>Strategy 5: SSE will continue to implement 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>Strategy's Expected Result/Impact: Increased student voice in decision-making</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Lighthouse Coordinators</p> <p>Title I: 2.52, 2.531</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 2: Priority 2: Faculty and Staff Engagement

Goal 1: By May 2026, SSE will retain 90% of the teaching staff for the 2026-2027 school year.

Evaluation Data Sources: Staffing reports





Strategy 1 Details	Reviews			
<p>Strategy 1: SSE staff will complete an Upbeat Survey in the Fall and Spring of the 2025-2026 school year. Strategy's Expected Result/Impact: Feedback will be used to gauge the organizational health of the campus and work towards continuous improvement. Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus leadership team will provide a monthly staff morale booster, including Woot Woot Cart. Strategy's Expected Result/Impact: Increase in Upbeat survey results in the area of appreciation Staff Responsible for Monitoring: Principal & Assistant Principal</p> <p>Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: All teachers with less than 3 years of teaching experience will receive mentoring and support from an assigned mentor and the Instructional Coach. Strategy's Expected Result/Impact: Increase in teacher capacity and retention Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coach</p> <p>Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	Apr

Strategy 4 Details	Reviews			
<p>Strategy 4: All teachers with less than 2 years of teaching experience or new to the campus will receive support through monthly campus support meetings led by the campus instructional leadership team.</p> <p>Strategy's Expected Result/Impact: Increase in teacher support as measured on Upbeat survey</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.534</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 5 Details	Reviews			
<p>Strategy 5: Teaching staff will receive professional development in Bluebonnet Learning, Amplify, Apple, and other identified needs based on classroom walk-through and observation data.</p> <p>Strategy's Expected Result/Impact: Increased understanding of new district technology and HQIM</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>Title I: 2.534</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 6 Details	Reviews			
<p>Strategy 6: All classroom teachers will attend Solution Tree's virtual Professional Learning Communities: At Work conference.</p> <p>Strategy's Expected Result/Impact: Increased understanding of effective PLCs</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>Title I: 2.534</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 2: Priority 2: Faculty and Staff Engagement

Goal 2: From August 2025 through May 2026, the SSE campus administration will conduct weekly classroom walkthroughs and observations to provide teachers with intentional, specific feedback.

Evaluation Data Sources: Walk-through and observation data

Strategy 1 Details	Reviews			
<p>Strategy 1: SSE campus administrators will conduct walkthroughs weekly.</p> <p>Strategy's Expected Result/Impact: Data collected on areas professional development is needed. Feedback given to teachers.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.534</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: SSE campus administrators will conduct observations on all required professional staff within the 2025- 2026 school year.</p> <p>Strategy's Expected Result/Impact: Data collected on areas professional development is needed. Feedback given to teachers.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I: 2.534, 2.535</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


Priority 3: Priority 3: Parent & Family/Community Support


Goal 1: By May 2026, SSE will increase engagement participation in parent/community communication during the 2025-2026 school year by 5%.

Evaluation Data Sources: Parent Square and Social media analytics

Strategy 1 Details	Reviews			
Strategy 1: SSE will share bi-monthly campus newsletters with families. Strategy's Expected Result/Impact: Increased campus communication to families Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
Strategy 2: To begin building relationships with families at the start of the school year, all SSE homeroom teachers will contact all families within the first two weeks of school. Strategy's Expected Result/Impact: Increased campus communication to families Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 3 Details	Reviews			
Strategy 3: SSE will utilize social media at a minimum of 3 times a week to provide up-to-date communication, including campus events, and showcase student learning. Strategy's Expected Result/Impact: Increased campus communication to families and community Staff Responsible for Monitoring: Principal and Assistant Principal	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 4 Details	Reviews			
Strategy 4: SSE will send out Family Surveys to gather feedback/communication from parents. Strategy's Expected Result/Impact: Increased communication with families Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 5 Details	Reviews			
Strategy 5: Establish a partnership with Communities in Schools to offer support to students and their families. Strategy's Expected Result/Impact: Increase in student attendance and achievement Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	Apr

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Priority 3: Priority 3: Parent & Family/Community Support

Goal 2: By May 2026, SSE will increase the Measurable Results Assessment (MRA) percentage in family and community engagement by 5%.

Evaluation Data Sources: MRA and Possip surveys





Strategy 1 Details	Reviews			
<p>Strategy 1: SSE will host a family night in the fall and spring semesters with focuses on student learning. Strategy's Expected Result/Impact: Increased parent engagement Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Each grade level will host an open house night and musical performance for families to attend. Students will share their leadership portfolios with their families during the open house. Strategy's Expected Result/Impact: Increased parent/community engagement Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: SSE will increase volunteer participation by partnering with PTA for Dudes at the Doors. Strategy's Expected Result/Impact: Increased parent engagement Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 4 Details	Reviews			
<p>Strategy 4: SSE will partner with the Lake Cities Fire Department during the month of October for Fire Prevention/Safety Month. Strategy's Expected Result/Impact: Increased community engagement, Increased fire safety awareness for students Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 5 Details	Reviews			
<p>Strategy 5: SSE will partner with the Rotary Club during the 2025-2026 school year. Strategy's Expected Result/Impact: Increased community engagement Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	Apr

Strategy 6 Details	Reviews			
<p>Strategy 6: SSE will host a Leadership Day where community partners will be invited to visit the campus and learn about our student leadership.</p> <p>Strategy's Expected Result/Impact: Increased community engagement</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 7 Details	Reviews			
<p>Strategy 7: SSE will celebrate the 100th day of school with designated grade level times for families to visit their child's classroom and for their child to share their individual goals and progress.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 4: Priority 4: Efficient Operations

Goal 1: From August 2025 through May 2026, SSE will ensure a financially responsible budget is followed.





Evaluation Data Sources: Adopted budget, Expenditure Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop campus budget and monitor expenditures to ensure alignment with the CIP priorities throughout the school year.</p> <p>Strategy's Expected Result/Impact: To ensure efficient and effective use of funds</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 4: Priority 4: Efficient Operations

Goal 2: From August 2025 through May 2026, SSE will implement procedures to ensure safe, secure facilities.

Evaluation Data Sources: Audit doors logs

Strategy 1 Details	Reviews			
Strategy 1: SSE will implement daily door checks and campus entry procedures. Strategy's Expected Result/Impact: Increased campus security Staff Responsible for Monitoring: Principal and Assistant Principal	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 2 Details	Reviews			
Strategy 2: SSE will work with the staff and campus SRO to maintain safety procedures and monthly emergency drill schedules. Strategy's Expected Result/Impact: increase campus security Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 3 Details	Reviews			
Strategy 3: Continue to implement the Say Something anonymous reporting system. Staff Responsible for Monitoring: Principal and Assistant Principal	Formative			Summative
	Nov	Jan	Mar	Apr
Strategy 4 Details	Reviews			
Strategy 4: SSE will implement the Centegix safety platform. Staff Responsible for Monitoring: Principal and Assistant Principal	Formative			Summative
	Nov	Jan	Mar	Apr
<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>				

State Compensatory

Budget for Shady Shores Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Lake Dallas ISD utilizes SCE funds primarily to provide personnel who provide direct services to at-risk students. These funds may also be allocated for initiatives which may include but are not limited to: Professional development supporting the use of sheltered instructional strategies, tiered response classroom interventions, and Student/Teacher Assistance Teams, implementation of PBIS strategies at every campus, monitoring of all student performance, including special populations, on State assessment, graduation rates, attendance, retention rates, and withdrawals.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kelsey Gonzalez	Title I Paraprofessional		

Campus Funding Summary

199 State Compensatory Education (SCE)					
Priority	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	5	Reading Specialist (100%)		\$0.00
1	1	6	RtI Specialist (50%)		\$0.00
1	1	7	Dyslexia Teacher (25%)		\$0.00
1	1	7	Dyslexia Teacher (25%)		\$0.00
1	1	9	Summer School		\$0.00
1	2	2	ESL Specialist (100%)		\$0.00
Sub-Total					\$0.00
211 - Title I, Part A					
Priority	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	3	Title I Educational Aide (100%)		\$0.00
Sub-Total					\$0.00
199- State Pre-K					
Priority	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	8	Pre-Kindergarten Aide (50%)		\$0.00
1	1	8	Pre-Kindergarten Teacher (50%)		\$0.00
Sub-Total					\$0.00
199- Early Education Allotment					
Priority	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	8	Pre-Kindergarten Aide (50%)		\$0.00
1	1	8	Pre-Kindergarten Teacher (100%)		\$0.00
Sub-Total					\$0.00

Resolution Regarding Senate Bill 12 and Parent Rights

WHEREAS, Senate Bill 12 from the 89th legislative session relates to parental rights in public education, including requirements and prohibitions regarding instruction; diversity, equity and inclusion duties; assistance with District student social transitioning; and student clubs;

WHEREAS, Senate Bill 12 becomes effective on September 1, 2025; and

WHEREAS, local policies relating to matters in Senate Bill 12 will be adopted as soon as practicable, but after the effective date.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Lake Dallas Independent School District directs all staff and contractors to comply with the following requirements and directives:

1. All policies shall be implemented and followed;
2. Parental rights, including the right to direct the moral and religious training of the parent's child, make decisions concerning the child's education, and consent to medical, psychiatric, and psychological treatment of the parent's child will not be infringed unless required by law or to provide life-saving care to the child;
3. Except as required by state or federal law, employees and contractors may not assign diversity, equity, and inclusion duties to any person, and the District hereby prohibits a District employee, contractor, or volunteer from engaging in diversity, equity, and inclusion duties at, for, or on behalf of the District;
4. An employee or contractor who intentionally or knowingly engages in or assigns to another person diversity, equity, and inclusion duties or engages in prohibited instruction will be appropriately disciplined, up to and including termination;
5. Employees of the District are prohibited from assisting a student enrolled in the District with social transitioning, including providing any information about social transitioning or providing guidelines intended to assist a person with social transitioning;
6. No information about a parent's child may be withheld from the parent unless required by law, and parents are entitled to access all written records of the District concerning the parent's child, including library records and health records. Information may be withheld if disclosure is likely to result in the student suffering abuse or neglect;
7. Information regarding a parent's right to access records relating to the parent's child shall be posted on the District's home page of the internet website;
8. Instructional plans or course syllabi for each class offered in the District for a semester must be posted on the District's internet website at the beginning of each semester;
9. The Superintendent is directed to provide for an internet portal through which parents of students enrolled in the District may submit comments to campus or District administrators and the Board;
10. The Board shall prioritize public comments by hearing comments at the beginning of each Board meeting;
11. The Board will only hold Board meetings outside of typical work hours;

12. Parents are entitled to notice no later than one school business day after the date an employee first suspects that a criminal offense has been committed against the parent's child;
13. Employees are not prohibited from providing parents with information regarding a student's mental, emotional, or physical health or well-being or a change in services provided to or monitoring of the student related to the student's mental, emotional, or physical health or well-being;
14. No employee will encourage or have the effect of encouraging a student to withhold from the student's parent information about the student's mental, emotional, or physical health or well-being;
15. Employees may not discourage or prohibit parental knowledge of or involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being;
16. Unless authorized by law, no employee may disclose a child's health or medical information to any person other than the child's parent;
17. Unless authorized by law, no employee may collect, use, store, or disclose to any person other than the child's parent a child's biometric identifiers;
18. Unless authorized by law, no employee will provide health care services or medication or conduct a medical procedure to a student;
19. All grievances received by the District on or after September 1, 2025, will comply with the legal requirements in Texas Education Code Chapter 26A;
20. Before a student may be provided with human sexuality instruction, the District must obtain the written consent of the student's parent in the manner prescribed by law;
21. No employee may provide or allow a third party to provide instruction, guidance, activities, or programming regarding sexual orientation or gender identity to students enrolled in prekindergarten through grade 12;
22. Each parent will be provided at least two opportunities for in-person conferences with the child's teacher during each school year;
23. No student club authorized or sponsored by the District may be based on sexual orientation or gender identity;
24. Written parental consent is required before a student may participate in a student club authorized or sponsored by the District or campus;
25. The Superintendent is directed to provide a copy of this resolution to all District employees and contractors electronically and physically.

Adopted this ____ (*date*) day of _____ (*month*), ____ (*year*), by the Board.

Board President's signature: _____

Board Secretary's signature: _____

**LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
COMBINED BUDGET SUMMARY
2025-26 School Year**

Revenue Sources	General Fund	Food Service	Debt Service	Compensatory Education
Local and Intermediate Revenues	\$24,342,315	\$802,403	\$15,498,058	
State Program Revenues	19,811,938	\$52,533	2,848,379	
Federal Program Revenues	560,000	\$1,411,658	-	
Total Budgeted Revenue Sources	44,714,253	2,266,594	18,346,437	
Total Expenditures				
	0			
Instruction	25,557,643	-	-	847,450
Instruction Resources & Media Services	476,934	-	-	-
Curriculum/Instructional Staff Dvlpmnt.	861,342	-	-	408,091
Instructional Leadership	691,665	-	-	-
School Leadership	2,320,726	-	-	16,266
Guidance and Counseling Services	1,336,939	-	-	-
Social Work Services	-	-	-	-
Health Services	377,771	-	-	-
Student Transportation	1,640,212	-	-	-
Food Services	-	2,441,484	-	-
Co-Curricular Extracurricular Activities	1,263,827	-	-	-
General Administration	1,821,284	-	-	-
Plant Maintenance & Operations	6,104,540	-	-	-
Security & Monitoring Services	792,935	-	-	-
Data Processing Services	1,169,558	-	-	-
Debt Services	760,430	-	18,345,069	-
Facilities Acquisition and Construction	14,000	-	-	-
Payments to Fiscal Agents	6,500	-	-	-
Other Intergovernmental Charges	340,400	-	-	-
Total Appropriated Expenditures	\$45,536,706	\$2,441,484	\$18,345,069	\$1,271,807
Budgeted Increase (Decrease)	(\$822,453)	(\$174,890)	\$1,368	

10.C.

Efficient Operations:

Consideration/Approval of an Ordinance
Setting a Tax Rate for Maintenance and
Operations and Debt Services for the 2025-
2026 School Year

Presenter: Anne Haehn, CFO

Event: LDISD Board of Trustees Meeting

Date: August 25, 2025



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS





STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS

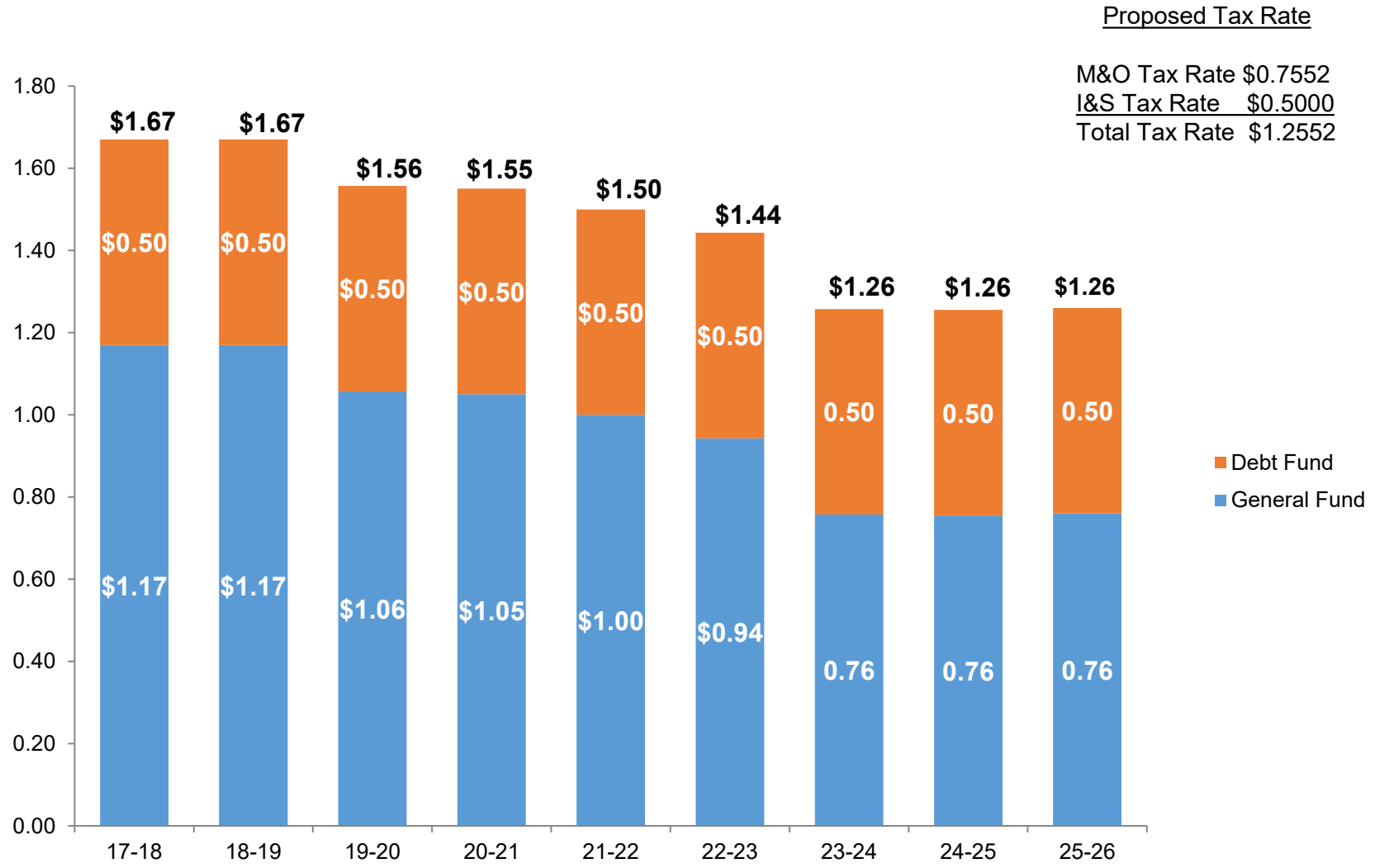


Tax Rate Comparison

	Adopted 2024-25	Proposed 2025-26	Increase (Decrease)	% Increase (Decrease)
Maintenance and Operations (M&O)	\$0.7552	\$0.7552	\$0.0000	0.0%
Debt Service (I&S)	<u>\$0.5000</u>	<u>\$0.5000</u>	<u>\$0.0000</u>	0.0%
Increase (Decrease)	\$1.2552	\$1.2552	\$0.0000	0.0%



Tax Rate



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



REQUIRED ORDINANCE LANGUAGE:

“the property tax rate be increased by the adoption of a tax rate of 1.2552, which is effectively a 11.31 percent increase in the tax rate”

Does not mean the overall tax rate will increase

- Tax rate is the same as last year
- Property value increase
- Increase in recapture amount of over \$240,000 in the last 3 years



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS





STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



PROPOSED TAX RATE 2025-26 SCHOOL YEAR

Maintenance and Operations	\$0.7552
Debt Service Tax Rate	<u>\$0.5000</u>
Total Tax Rate	\$1.2552





STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS

Any Questions?





STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS

LAKE DALLAS

Independent School District



Ordinance of the Board to Set Tax Rate

August 25, 2025

On this date, we, the Board of Trustees of the Lake Dallas School District, hereby levy or set the tax rate on \$100 valuation for the District for the tax year 2025 at a total tax rate of \$1.2552, to be assessed and collected by the duly specified assessor and collector as follows:

\$0.7552 for the purpose of maintenance and operations, and

\$0.5000 for the purpose of payment of principal and interest on debts.

Such taxes are to be assessed and collected by the tax officials designated by the District.

THIS TAX RATE WILL RAISE MORE TAXES FOR MAINTENANCE AND OPERATIONS THAN LAST YEAR'S TAX RATE.

THE TAX RATE WILL EFFECTIVELY BE RAISED BY 20.74 PERCENT AND WILL RAISE TAXES FOR MAINTENANCE AND OPERATIONS ON A \$100,000 HOME BY APPROXIMATELY \$0.00.

Adopted this 25th day of August 2025 by the Lake Dallas Independent School District Board of Trustees.

President's signature

Secretary's signature

10.D.

Efficient Operations:

Consideration/Approval of City of Lake Dallas Drainage Easement Requests on Lake Dallas ISD Property located at 104 Swisher Dr. Lake Dallas, TX 75065

Presenter: John Modica, Chief Operations officer

Event: LDISD Board of Trustees Meeting

Date: August 25, 2025



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS





STUDENT SUCCESS



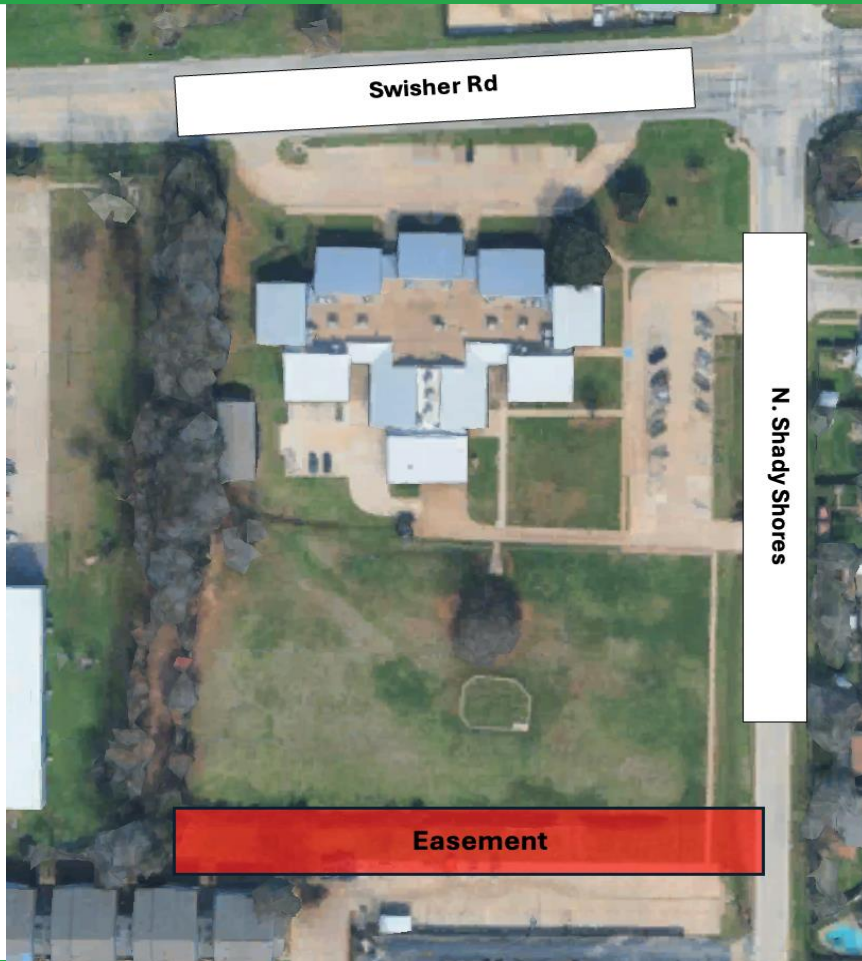
PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



Swisher Rd

N. Shady Shores

Easement





STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS

Any Questions?



LAKE DALLAS

Independent School District



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COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



10.E.

Efficient Operations:

Consideration/Approval of City of Lake Dallas Temporary Drainage Easement Request on Lake Dallas ISD Property located at 104 Swisher Dr. Lake Dallas, TX 75065

Presenter: John Modica, Chief Operations Officer

Event: LDISD Board of Trustees Meeting

Date: August 25, 2025



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT

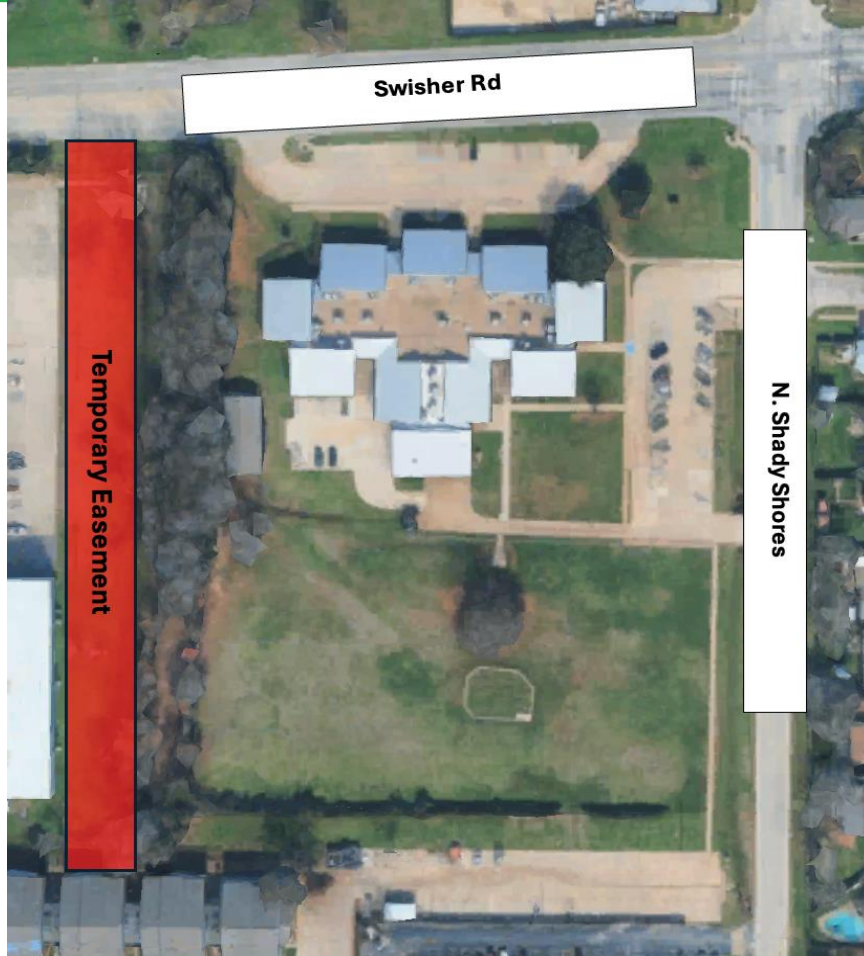


FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS





STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS





STUDENT SUCCESS



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COMMUNITY SUPPORT



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ENGAGEMENT



EFFICIENT OPERATIONS

Any Questions?



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Independent School District



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COMMUNITY SUPPORT



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ENGAGEMENT



EFFICIENT OPERATIONS



10.F.

Efficient Operations:

Consideration/Approval of City of Lake Dallas Sidewalk and Access Easement Requests on Lake Dallas ISD Property located at 104 Swisher Dr. Lake Dallas, TX 75065

Presenter: John Modica, Chief Operations Officer

Event: LDISD Board of Trustees Meeting

Date: August 25, 2025



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS





STUDENT SUCCESS



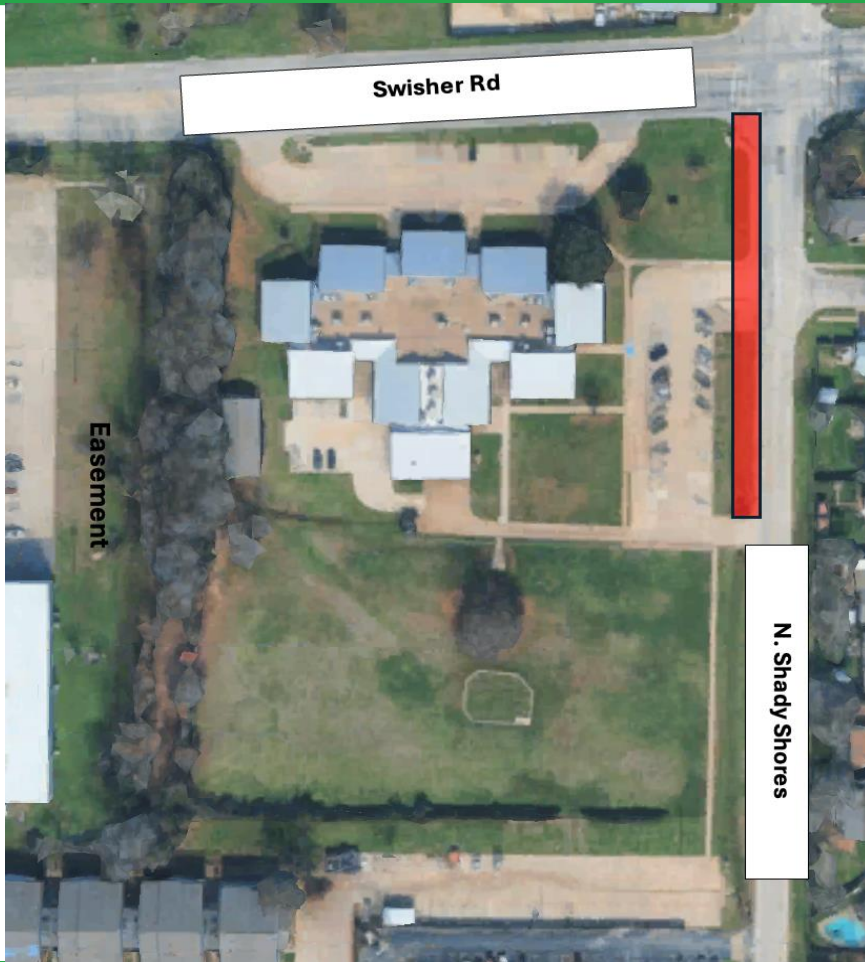
PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS



Swisher Rd

N. Shady Shores

Easement





STUDENT SUCCESS



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COMMUNITY SUPPORT



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ENGAGEMENT



EFFICIENT OPERATIONS



FALCONS
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Any Questions?



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Independent School District



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EFFICIENT OPERATIONS



10.G.

Efficient Operations:

Consideration/Approval of City of Lake Dallas Road Drainage Easement Requests on Lake Dallas ISD Property located at 425 E. Hundley Dr. Lake Dallas, TX 75065

Presenter: John Modica, Chief Operations Officer

Event: LDISD Board of Trustees Meeting

Date: August 25, 2025



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT

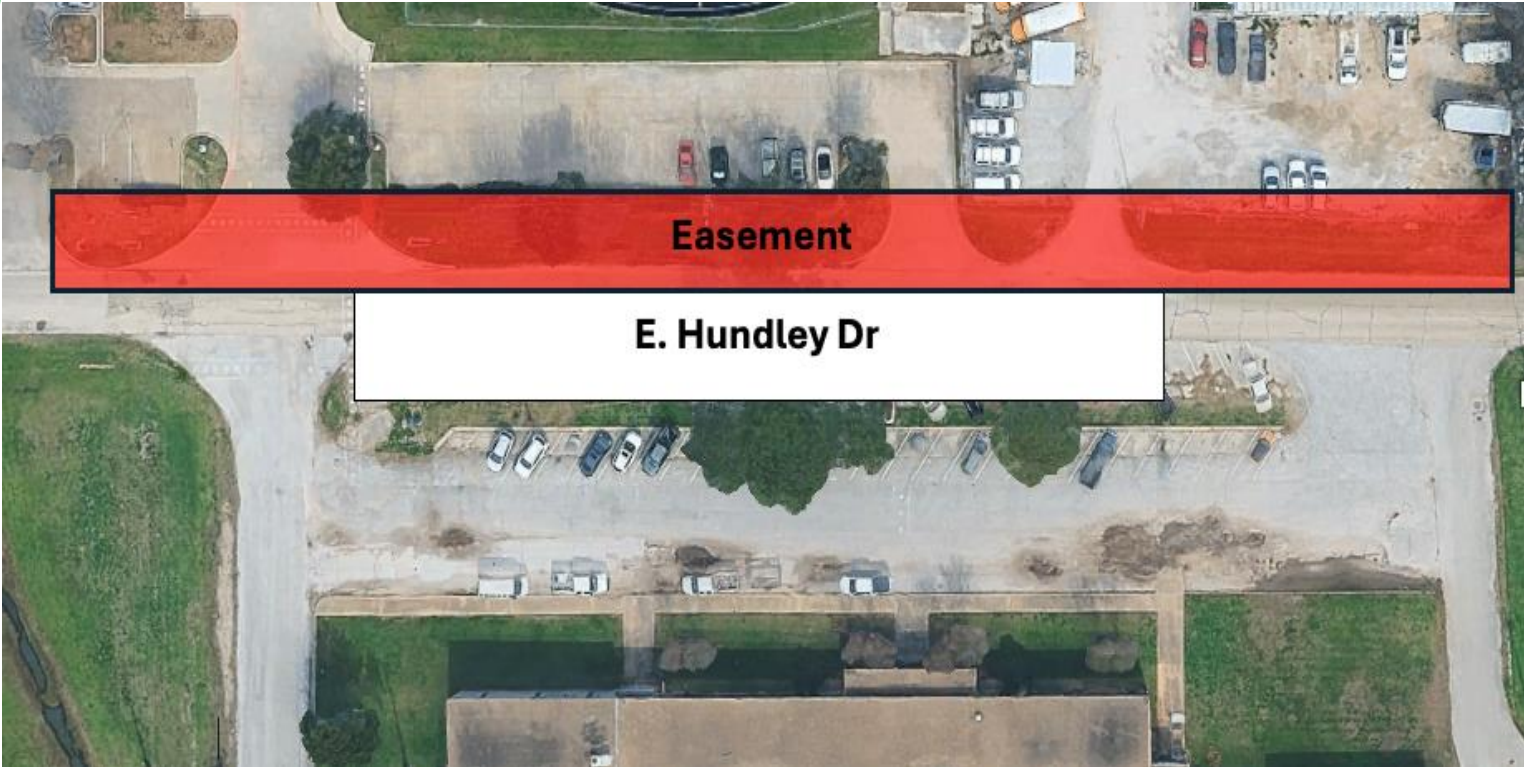


FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS





STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



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ENGAGEMENT



EFFICIENT OPERATIONS





STUDENT SUCCESS



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COMMUNITY SUPPORT



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Any Questions?



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10.H.

Efficient Operations:

Consideration/Approval of City of Lake Dallas Sidewalk and Access Easement Requests on Lake Dallas ISD Property located at 325 E. Hundley Dr. Lake Dallas, TX 75065

Presenter: John Modica, Chief Operations Officer

Event: LDISD Board of Trustees Meeting

Date: August 25, 2025



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COMMUNITY SUPPORT



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EFFICIENT OPERATIONS





Easement

E. Hundley Dr



STUDENT SUCCESS



PARENT & FAMILY/
COMMUNITY SUPPORT



FACULTY & STAFF
ENGAGEMENT



EFFICIENT OPERATIONS





STUDENT SUCCESS



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COMMUNITY SUPPORT



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Any Questions?



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Independent School District



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UPCOMING EVENTS

Lake Dallas Independent School District

EVENT	DATE	TIME	LOCATION
August			
LDISD Board of Trustees Special Meeting	25	5:30 PM	LDISD Central Services
LDMS Open House	26	5:30-7:00 PM	LDMS
LDHS Varsity Football vs Denton High	29	7:00 PM	Falcon Stadium
LDHS Varsity Cross Country in Marcus Coach T Invitational	30	6:45 AM	Northlakes Park
September			
School Holiday	1		
LDHS Varsity Volleyball vs Krum	2	6:30 PM	LDHS Gym
Teacher and Employee of the Month Breakfast	5	8:00 AM	LDISD Central Services
Varsity Tennis vs Whitesboro	8	4:00 PM	LDHS
CE General PTA Meeting	9	6:00-7:00 PM	CE
LDE PTA Donuts with Dads and Special Guests	11 & 12	7:30 AM	LDE
LDHS Varsity Cross Country at Pilot Point Invitational	12	8:00 AM	Pilot Point High School
LDHS Varsity Football vs Kaufman (LDMS Band Night)	12	7:00 PM	Falcon Stadium
Varsity Tennis vs Richland HS	15	4:00 PM	LDHS
SSE PTA Donuts with Dads and Special Guests	16	7:30 AM	SSE
LDHS Varsity Volleyball vs Aubrey *Teacher Appreciation Night*	16	6:30 PM	LDHS Gym
LDE PTA General Meeting and Art Night	18	6:00-7:30 PM	LDE
LDHS Varsity Volleyball vs Prosper Richland	19	4:30 PM	LDHS Gym
Board of Trustees Meeting	22	5:30 PM	LDISD Central Services