

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT  
Board of Trustees



**Regular Meeting**

Monday, October 9, 2023 5:30 PM

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

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

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**Agenda**

1. **Call to Order, Roll Call, and Establishment of Quorum**
2. **Moment of Silence and Pledges of Allegiance**
3. **Student/Staff Report/Recognitions**
  - 3.A. ***Student Success:*** Volleyball - 1000 Digs, Sr. Deborah Oh
  - 3.B. ***Student Success:*** VFW Donation
  - 3.C. ***Faculty & Staff Engagement:*** HR Day
  - 3.D. ***Faculty & Staff Engagement:*** Principals Month
  - 3.E. ***Faculty & Staff Engagement:*** Teachers & Employee of the Month
4. **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)

**5. Public Comment**

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

**6. INFORMATION ITEMS**

- 6.A. ***Student Success:*** Strategic Plan Update - 2022-2023 STAAR & Accountability
- 6.B. ***Student Success:*** District & Campus Improvement Plans
- 6.C. ***Parent & Family Support/Community Support:*** Fentanyl-Related Legislation Update
- 6.D. ***Efficient Operations:*** Legislative Special Session

**7. CONSENT AGENDA ITEMS**

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

- 7.A. **Consideration/Approval of the Minutes of the September 18, 2023, Regular Meeting**
  - 7.B. **Consideration/Approval of Quarterly Investment & Tax Statement**
  - 7.C. **Consideration/Approval of a resolution authorizing individuals as bank signatories for the District's Depository Bank.**
  - 7.D. **Consideration/Approval of Amendment to 2023 Region 11 Contract of Services**
  - 7.E. **Consideration/Approval of Professional New Hire for 2023-2024**
- 8. ACTION ITEMS**
- 8.A. **Consideration/Approval of Denton Central Appraisal District Board of Directors Nomination**

- 8.B. ***Student Success:*** Consideration/Approval of District & Campus Improvement Plans
- 9. **Calendar, Announcements & Information**
- 9.A. **Upcoming Meetings & Events**
- 9.B. **Team of 8 Board Training**
- 10. **Executive Session (if needed)**
- 11. **Adjournment**

# LDHS Student-Athlete Achieves 1000 Digs

**Presenter:** Scott Head, Executive Athletic Director

**Event:** Student/Staff Recognitions

**Date:** October 9, 2023



STUDENT SUCCESS



PARENT & FAMILY/  
COMMUNITY SUPPORT



FACULTY & STAFF  
ENGAGEMENT



EFFICIENT OPERATIONS





STUDENT SUCCESS



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COMMUNITY SUPPORT



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# VFW Child Nutrition Donation

**Presenter:** Corey Ray, Director of Child Nutrition

**Event:** Student/Staff Recognitions

**Date:** October 9, 2023





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# Texas Education HR Day Proclamation

**Presenter:** Dr. Kristin N. Brown

**Event:** Student/Staff Recognitions

**Date:** October 9, 2023





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COMMUNITY SUPPORT



FACULTY & STAFF  
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The logo features three stylized human figures in blue, red, and blue, each with a white star on its chest. To the right of the figures, the text "TEXAS EDUCATION HUMAN RESOURCES DAY" is displayed in red, with "TEXAS EDUCATION" on one line and "HUMAN RESOURCES DAY" on a larger line below it.

TEXAS  
EDUCATION  
HUMAN RESOURCES DAY





STATE OF TEXAS  
OFFICE OF THE GOVERNOR

Human resources professionals are a key component of our educational system, and they support school districts of every size throughout the state.

Guided by emerging best practices, human resources professionals in education are responsible for hiring, retaining, and developing faculty and staff. This ever-changing profession confronts many challenges—such as population changes, internal staffing requirements, and external factors—but time and again, human resources professionals rise to the occasion in order to give students the best possible education.

At this time, I encourage all Texans to recognize the importance of human resources professionals in education and to celebrate the impact they make on students, educators, and schools. Their dedicated efforts will be of great use as we work together to build the Texas of tomorrow.

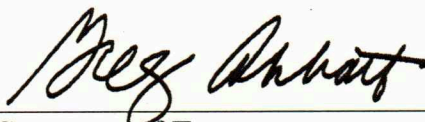
Therefore, I, Greg Abbott, Governor of Texas, do hereby proclaim October 11, 2023, to be

## Education Human Resources Day



in Texas and urge all Texans to observe the occasion with appropriate ceremonies and activities.

In testimony whereof, I have hereunto affixed my signature this 13th day of September, 2023.

  
Governor of Texas

# Principals Month

**Presenter:** Dr. Kristin N. Brown, Superintendent

**Event:** Student/Staff Recognitions

**Date:** October 9, 2023



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Jessica Bovan  
CE



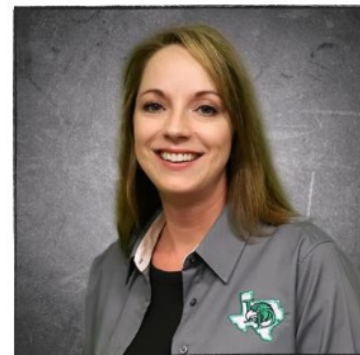
Kerri Blevins  
LDE



Jennifer Bryant  
SSE



Dr. Kendrick Johnson  
LDMS



Mollie Avelino  
LDHS





STATE OF TEXAS  
OFFICE OF THE GOVERNOR

Educators equip our next generation of leaders with the skills and knowledge they need to succeed. The Texas education system depends upon the leadership of dedicated principals, who guide their schools to excellence. The commitment, discipline, and support that principals provide ensure student success.

Principals must fulfill many needs to make schools effective and to promote student accomplishment. In collaboration with teachers and staff, principals set high academic standards, adopt best practices, and assure compliance with state and federal requirements. Effective principals also function as communicators, policymakers, disciplinarians, and budget analysts. Principals' devotion to their schools make me proud to call them fellow Texans.

Each year, the month of October is set aside to honor principals and to recognize the indispensable role they play in our educational system. The Lone Star State is indebted to principals, who represent the best of Texas values.

At this time, I encourage all Texans to learn more about the many contributions and accomplishments of elementary, middle, and high school principals across our state. Principals' drive for excellence will ensure that Texas' future will be better and brighter for all.

Therefore, I, Greg Abbott, Governor of Texas, do hereby proclaim October 2023 to be

## Principal Appreciation Month



in Texas and urge all Texans to observe the occasion with appropriate ceremonies and activities

In testimony whereof, I have hereunto affixed my signature this 28th day of August, 2023.

A handwritten signature in black ink, reading "Greg Abbott".

Governor of Texas



STUDENT SUCCESS



PARENT & FAMILY/  
COMMUNITY SUPPORT



FACULTY & STAFF  
ENGAGEMENT



EFFICIENT OPERATIONS



# October Teachers and Employees of the Month

**Presenter:** Dr. Kristin N. Brown, Superintendent

**Event:** October Regular Board Meeting

**Date:** October 9, 2023



# Teachers & Employees of the Month

## RECOGNIZED TEACHERS

- Kimberly Mackeprang, CE
- Retta Coffman, LDE
- Patricia Vest, SSE
- John Fabro, LDMS
- Jeanette Murray, LDHS

## RECOGNIZED EMPLOYEES

- Shirley Frase, CE
- Traci Powell, LDE
- Lily Childers, SSE
- Carrie Staller, LDMS
- Kimberly Gross, LDHS
- Elizabeth Crawford, Childcare
- Maria Gutierrez, Child Nutrition
- Terry Whitehead, Transportation
- Keny Ronquillo, Maintenance
- Stephanie Payne, Central Services



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COMMUNITY SUPPORT



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COMMUNITY SUPPORT



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# Student Success 2022-2023 STAAR & Accountability

**Presenter:** Kelly O'Sullivan

**Event:** October 2023 Board Meeting

**Date:** October 9, 2023





# 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

- 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

OBJECTIVES

#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



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# Student Success STAAR 2022-2023

- 6029 - Total Number of Tests Administered
- 20 Tests across 9 grade levels
- 4 Content Areas
- Grade Levels 3 - 11



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COMMUNITY SUPPORT



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STUDENT SUCCESS



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COMMUNITY SUPPORT



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# Student Success Approaches Grade Level and Above

STAAR 2021-2022

Reading - All Students

76%

Math - All Students

71%

STAAR 2022-2023

Reading - All Students

79%

Math - All Students

71%





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COMMUNITY SUPPORT



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# Considerations

## STAAR 2023

- First year for online testing for all grade levels and all subjects
- New test and format
- New scoring model
- New Accountability Formula
- TEA Accountability Manual not yet finalized for 2023 testing
- Delay in final ratings, specifically Domain 2- Progress and Domain 3 - Closing The Gaps
- According to TEA, anticipate ratings to go down even if performance remains the same or improves.





STUDENT SUCCESS



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COMMUNITY SUPPORT



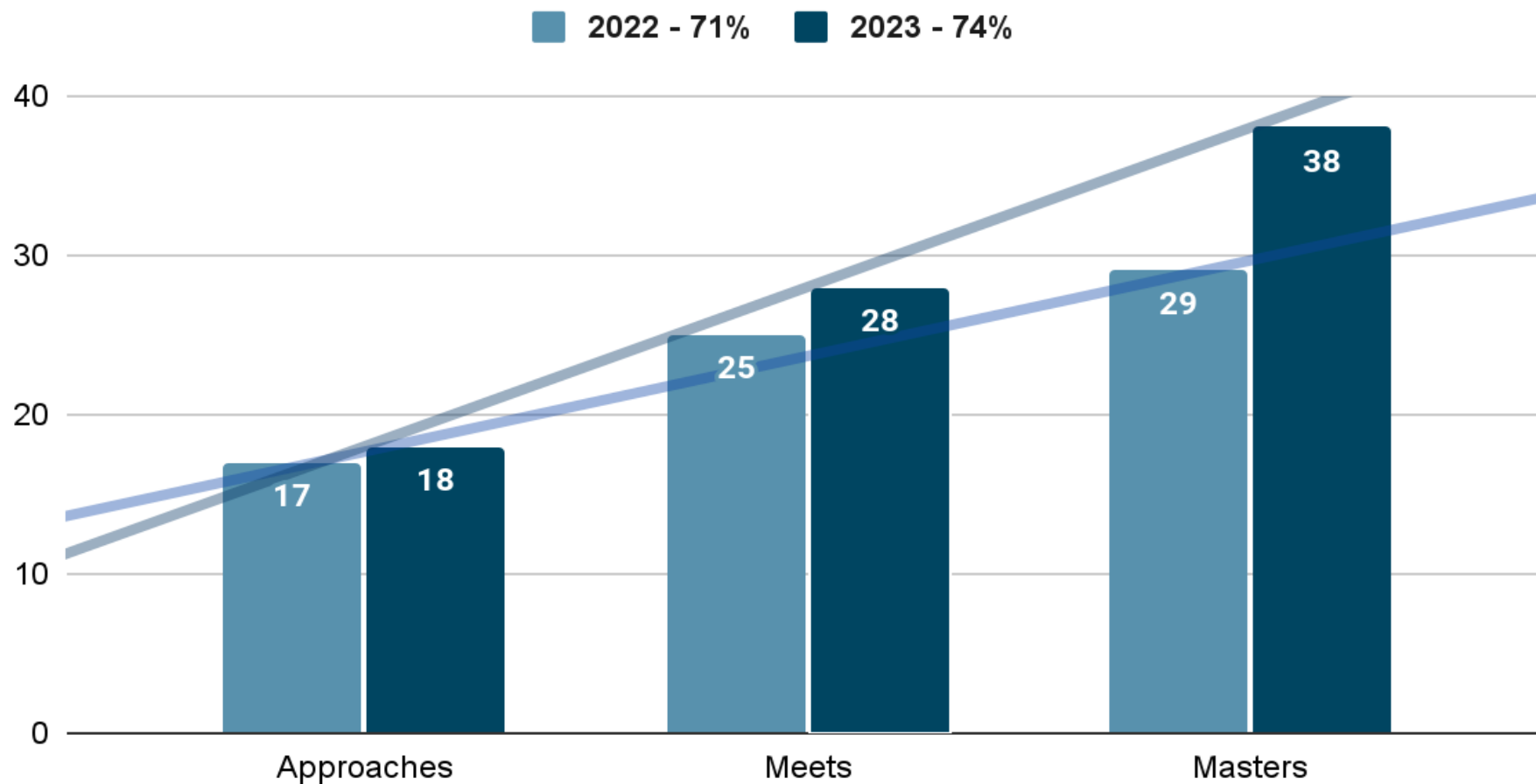
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## 2021-2022 vs 2022-2023 Scoring Criteria 3rd Grade Reading



# Action Steps to Ensure Continued Progress

- Professional Learning Communities (PLCs)
- Coaching and Support
- Ensure alignment of instruction and assessment
- Use of data to drive instruction
- Develop intervention and progress monitoring plans
- Celebrate successes, build on them and address areas of challenge



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COMMUNITY SUPPORT



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*Know Students By Name and By Need*





STUDENT SUCCESS



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Any Questions?





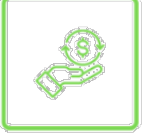
STUDENT SUCCESS



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COMMUNITY SUPPORT



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# LAKE DALLAS

Independent School District





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# Lake Dallas ISD 2023-2024 District Improvement Plan Campus Improvement Plans

**Presenter:** Kelly O'Sullivan, Jennifer Bryant, Mollie Avelino,  
Dr. Kendrick Johnson, Jessica Bovan & Kerri Blevins

**Event:** October 2023 Board Meeting

**Date:** October 9, 2023





# Strategic

## PLAN BALANCED SCORECARD

WE BELIEVE

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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



# 1.1 STUDENTS: STUDENT ACADEMIC GROWTH

- By May 2024, Lake Dallas ISD students will increase achievement in Math and Reading by 5%.



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COMMUNITY SUPPORT



FACULTY & STAFF  
ENGAGEMENT



EFFICIENT OPERATIONS





STUDENT SUCCESS



PARENT & FAMILY/  
COMMUNITY SUPPORT



FACULTY & STAFF  
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EFFICIENT OPERATIONS



# 1.1 STUDENTS: STUDENT ACADEMIC GROWTH

- By May 2024, SSE will increase the percentage of K-5 students on grade level in both reading and math to 75%.
- By May 2024, SSE will ensure that 100% of Emergent Bilingual students make growth in their language proficiency as assessed on TELPAS 2024.





STUDENT SUCCESS



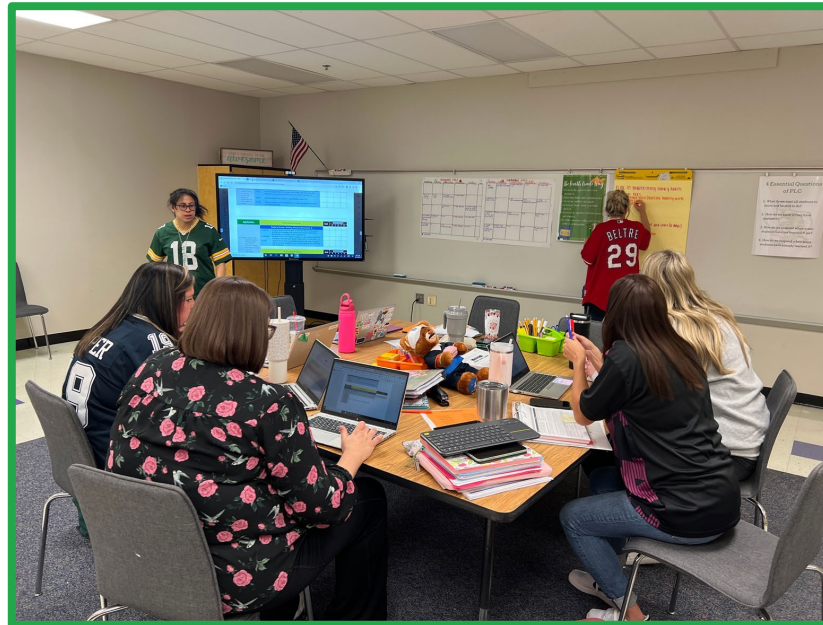
PARENT & FAMILY/  
COMMUNITY SUPPORT

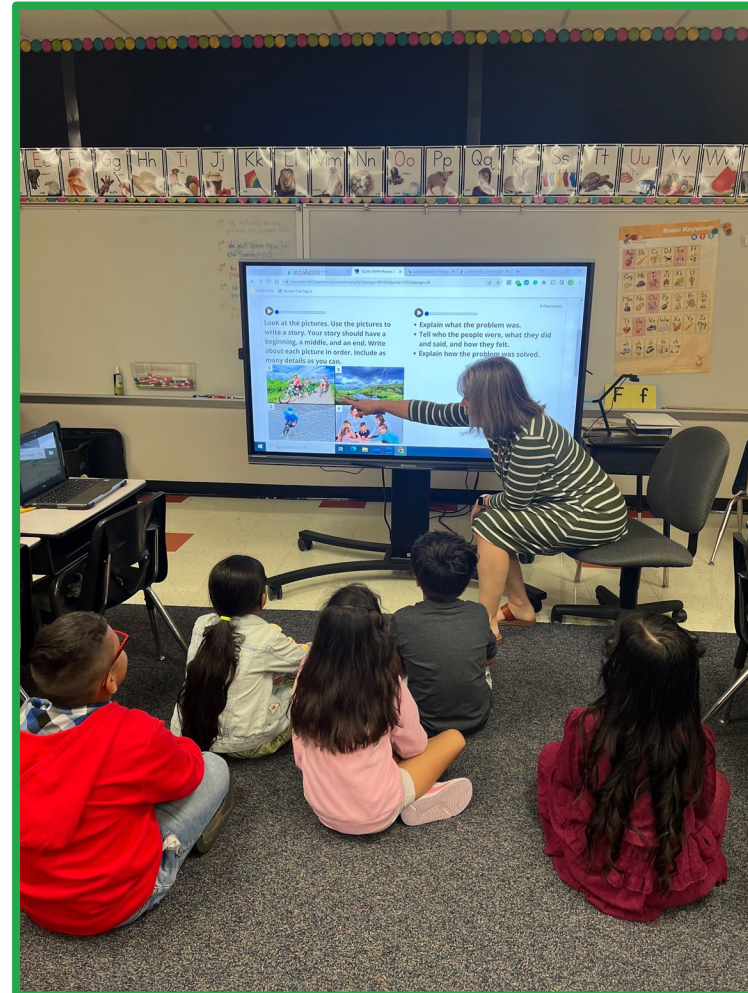


FACULTY & STAFF  
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EFFICIENT OPERATIONS





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PARENT & FAMILY/  
COMMUNITY SUPPORT



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EFFICIENT OPERATIONS



# 1.2 STUDENTS: STUDENT ENGAGEMENT & CULTURE

- LDHS will reduce the number of discipline referrals that results in ISS/OSS.
  - Continue to Implement PBIS campus-wide
  - Students will participate in scaffolded behavioral support lessons during advisory



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COMMUNITY SUPPORT



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EFFICIENT OPERATIONS



# 1.2 STUDENTS: STUDENT ENGAGEMENT & CULTURE

- LDHS will work to increase student voice on campus
  - Administration will regularly host meetings to collaborate with our Principal Advisory Council (PAC).
- LDHS will provide multiple engagement opportunities with campus counselors and CIS.
  - Individualized graduation plans, group/single supports, mentoring partners



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COMMUNITY SUPPORT



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EFFICIENT OPERATIONS





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COMMUNITY SUPPORT



FACULTY & STAFF  
ENGAGEMENT



EFFICIENT OPERATIONS



2023-2024

At Lake Dallas High School we have...

- Great grades!
- Great attendance!
- Great behavior!

Request for  
Counseling Appointment.

2023-2024



Shaw: 9th Grade  
Lovejoy: A-D  
Dinsmore: E-MM  
Canales: MN-Z

**S.O.A.R** 

LDHS HALLWAY EXPECTATIONS

SAFE

Keep your eyes up  
Walk with purpose  
Walk on the right side

OWNSHIP

Be punctual  
Be tidy

ATTITUDE

Appropriate tone of voice  
Follow dress code

RESPECTFUL

Personal space  
Be polite





STUDENT SUCCESS



PARENT & FAMILY/  
COMMUNITY SUPPORT



FACULTY & STAFF  
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EFFICIENT OPERATIONS



# 1.3 STUDENTS: STUDENTS ARE RESPONSIBLE, CONTRIBUTING MEMBERS OF THE COMMUNITY

- LDHS will increase the number of service learning opportunities for students.
  - Student organizations will track hours spent in service opportunities.
  - Sponsors will set targeted goals based on their individual organization.





STUDENT SUCCESS



PARENT & FAMILY/  
COMMUNITY SUPPORT



FACULTY & STAFF  
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EFFICIENT OPERATIONS



START WITH  
**HELLO**  
WEEK

Monday

Look for kind messages posted on the bathroom mirrors throughout the school!

Tuesday

Write what kindness means to you or something kind about someone on the poster in the cafeteria.

Wednesday

Collect a wristband that says "KINDNESS COSTS NOTHING", from STUCO.

Thursday

Pledge to be kind by writing your name that will be connected into a big chain.

Friday

Collect fruit smile gummies from STUCO as you enter the school.



## 2.1 FACULTY & STAFF: RECRUITMENT & ENGAGEMENT

- LDISD will actively recruit qualified and passionate individuals to serve students in the District throughout the 2023-2024 school year to fill vacancies and prepare for the 2024-2025 school year.
- LDISD will increase the percent of staff retained for the 2023-2024 school year.



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COMMUNITY SUPPORT



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EFFICIENT OPERATIONS





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## 2.1 FACULTY & STAFF: RECRUITMENT & ENGAGEMENT

- LDMS: Retain 90% of all campus professionals.
- LDMS: Fill 100% of "early notice resignation" teaching positions by May 17th.
- LDMS: Provide resources to staff for various beginning of the year tasks to allow for productive use of time.





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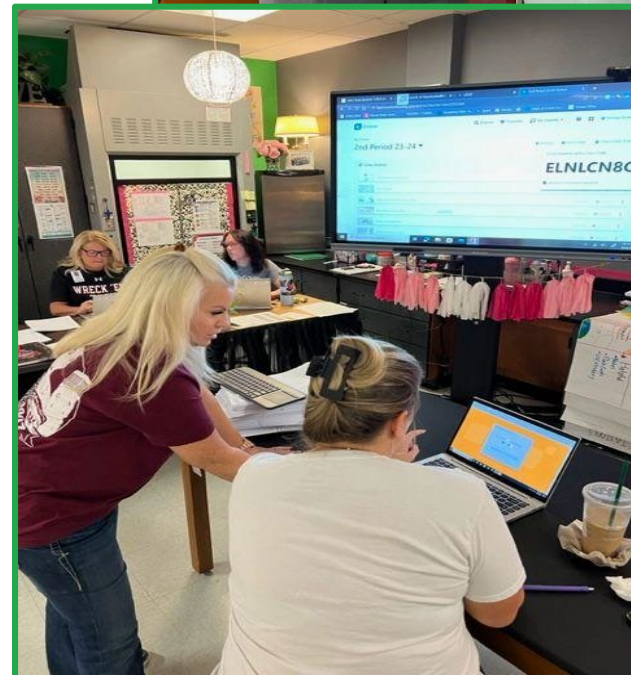
PARENT & FAMILY/  
COMMUNITY SUPPORT



FACULTY & STAFF  
ENGAGEMENT



EFFICIENT OPERATIONS



## Three Cheers! Due every Thursday at noon!

Give a shout out to your co workers! I will add them to my Friday Daily reminders.

nsjohnson@ldisd.net [Switch account](#)



\* Indicates required question

Email \*

Record nsjohnson@ldisd.net as the email to be included with my response

Three cheers to.....





STUDENT SUCCESS



PARENT & FAMILY/  
COMMUNITY SUPPORT



FACULTY & STAFF  
ENGAGEMENT



EFFICIENT OPERATIONS



## 2.2 FACULTY & STAFF: PROFESSIONAL DEVELOPMENT

- LDISD will provide mentors to all new teachers and provide mentor training to 100% of mentor teachers.
- LDISD will create a district plan for professional development for all staff.





STUDENT SUCCESS



PARENT & FAMILY/  
COMMUNITY SUPPORT



FACULTY & STAFF  
ENGAGEMENT



EFFICIENT OPERATIONS



## 2.2 FACULTY & STAFF: PROFESSIONAL DEVELOPMENT

- CE: Campus administrators will provide mentors to all new teachers.
- CE: Campus administrators will utilize classroom walkthrough and observation data to provide intentional, specific professional development.
- CE: Opportunities will be provided for current staff members to observe other teachers on campus to gain knowledge of best practices.





STUDENT SUCCESS



PARENT & FAMILY/  
COMMUNITY SUPPORT



FACULTY & STAFF  
ENGAGEMENT



EFFICIENT OPERATIONS



# Learning Walks

jbovan@ldisd.net [Switch account](#)



Not shared

Your Name

Your answer

Person Observing

Your answer

One take away from what you observed

Your answer

Submit

Clear form



## 2.3 FACULTY & STAFF: ENGAGEMENT & CULTURE

- LDISD will routinely engage faculty and staff in ongoing conversations for continuous improvement.
- From August 2023-May 2024, LDISD will hold celebrations monthly to recognize teachers and staff.



STUDENT SUCCESS



PARENT & FAMILY/  
COMMUNITY SUPPORT



FACULTY & STAFF  
ENGAGEMENT



EFFICIENT OPERATIONS





STUDENT SUCCESS



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COMMUNITY SUPPORT



FACULTY & STAFF  
ENGAGEMENT



EFFICIENT OPERATIONS



## 2.3 FACULTY & STAFF: ENGAGEMENT & CULTURE

- LDE: Campus Education Improvement Committee will meet throughout the year to review the campus improvement plan and evaluate progress toward campus goals.
- LDE: Staff will complete an Upbeat Survey in the Fall and Spring of the 2023-2024 school year.





STUDENT SUCCESS



PARENT & FAMILY/  
COMMUNITY SUPPORT



FACULTY & STAFF  
ENGAGEMENT



EFFICIENT OPERATIONS



## 2.3 FACULTY & STAFF: ENGAGEMENT & CULTURE

- LDE: Falcon First Moments will be shared at the start of every staff meeting.
- LDE: Staff receive “shout-outs” of recognition from their peers and administrators in the weekly staff newsletter.
- LDE: Staff are recognized and celebrated on a regular basis through Teacher Rewards in PBIS.





STUDENT SUCCESS



PARENT & FAMILY/  
COMMUNITY SUPPORT



FACULTY & STAFF  
ENGAGEMENT



EFFICIENT OPERATIONS



We FLOATED through February with  
**94% staff attendance!**

Let's celebrate with

# ICE CREAM FLOATS

Friday, March 3  
The Leadership Team will  
bring the floats to YOU!





STUDENT SUCCESS



PARENT & FAMILY/  
COMMUNITY SUPPORT



FACULTY & STAFF  
ENGAGEMENT



EFFICIENT OPERATIONS



## 3.1 PARENT & FAMILY/COMMUNITY SUPPORT: COMMUNICATION

- LDISD will obtain parent/community feedback monthly during the 2023-2024 school year.
- LDISD will create and utilize a Parent Hub and a communications dashboard on the District website to improve access to District content.



# 3.1 PARENT & FAMILY/COMMUNITY SUPPORT: COMMUNICATION

- LDE: Bimonthly campus newsletters sent to families (English & Spanish) by email and text
- LDE: Possip Surveys sent to families every month
- LDE: Utilize Facebook, Twitter, and School Website



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PARENT & FAMILY/  
COMMUNITY SUPPORT



FACULTY & STAFF  
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EFFICIENT OPERATIONS





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EFFICIENT OPERATIONS

Any Questions?





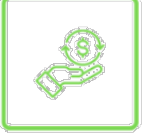
STUDENT SUCCESS



PARENT & FAMILY/  
COMMUNITY SUPPORT



FACULTY & STAFF  
ENGAGEMENT



EFFICIENT OPERATIONS

# LAKE DALLAS

Independent School District



# Lake Dallas Independent School District

## District Improvement Plan

2023-2024



# Mission Statement

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

## Vision

Small School Atmosphere, Big School Opportunities

## Core Beliefs

In Lake Dallas ISD We Believe...

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

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# Comprehensive Needs Assessment

Revised/Approved: February 9, 2023

## Demographics

### Demographics Summary

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

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

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

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

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

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

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

### Demographics Strengths

Lake Dallas has always been a welcoming place to visitors and people of different backgrounds. This has helped us evolve as our demographics have shifted. The following have been designed to continue this tradition. The size of our district creates an environment where teachers have easy access to campus and central administration to address needs. Our size also allows us to be mobile to adapt as needs change. Connecting our summer breakfast and lunch program to our elementary summer school improves participation. We have several initiatives to foster parent and community relationships.

Our enrollment remains consistent around 4,000 students annually.

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

**Problem Statement 1:** Gighly qualified teacher recruitment and retention is a challenge. **Root Cause:** Colleges and teacher certification programs have communicated there are fewer participants in the programs and fewer majoring in education.

# Student Learning

## Student Learning Summary

STAAR for 2022 - 2023														
	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)	Continuously Enrolled
<b>All</b>														
Percent of Tests														
% at Approaches GL Standard or Above	76%	68%	70%	83%	57%	82%	0%	75%	65%	51%	67%	44%	83%	80%
% at Meets GL Standard or Above	48%	34%	39%	58%	43%	64%	0%	47%	32%	18%	34%	18%	48%	50%
% at Masters GL Standard	16%	9%	11%	21%	14%	37%	0%	16%	8%	3%	8%	5%	15%	18%
Number of Tests														
# at Approaches GL Standard or Above	4,605	401	1,485	2,322	21	127	0	249	2,004	536	1,744	385	190	3,188
# at Meets GL Standard or Above	2,900	204	822	1,604	16	99	0	155	996	223	880	156	110	2,012
# at Masters GL Standard	990	55	228	591	5	57	0	54	249	52	221	42	34	709
Total Tests	6,029	593	2,125	2,783	37	155	4	332	3,100	954	2,619	868	228	4,007
<b>Reading</b>														
Percent of Tests														
% at Approaches GL Standard or Above	79%	71%	72%	85%	67%	84%	0%	79%	67%	52%	69%	44%	86%	82%
% at Meets GL Standard or Above	54%	40%	44%	63%	42%	66%	0%	58%	37%	19%	39%	21%	52%	56%
% at Masters GL Standard	17%	11%	10%	21%	8%	32%	0%	20%	8%	2%	8%	4%	14%	18%
Number of Tests														
# at Approaches GL Standard or Above	1,932	173	635	952	8	57	0	107	840	222	731	156	79	1,360
# at Meets GL Standard or Above	1,320	99	390	703	5	45	0	78	468	98	416	74	48	925
# at Masters GL Standard	408	27	92	239	1	22	0	27	97	17	87	15	13	291
Total Tests	2,460	245	884	1,114	12	68	2	135	1,262	393	1,064	356	92	1,662
<b>Mathematics</b>														
Percent of Tests														
% at Approaches GL Standard or Above	71%	61%	65%	79%	30%	74%	0%	69%	59%	49%	61%	40%	77%	74%
% at Meets GL Standard or Above	39%	24%	31%	48%	20%	55%	0%	35%	25%	16%	26%	14%	45%	40%
% at Masters GL Standard	13%	6%	8%	17%	10%	28%	0%	14%	6%	3%	6%	4%	14%	14%
Number of Tests														
# at Approaches GL Standard or Above	1,457	123	466	749	3	35	0	81	638	178	555	126	60	984
# at Meets GL Standard or Above	803	48	225	461	2	26	0	41	264	71	231	43	35	540
# at Masters GL Standard	258	12	56	160	1	13	0	16	60	18	53	14	11	181
Total Tests	2,045	201	715	953	10	47	2	117	1,073	330	905	312	78	1,335
<b>Science</b>														
Percent of Tests														
% at Approaches GL Standard or Above	78%	66%	73%	84%	50%	86%	%	76%	68%	56%	69%	47%	85%	82%
% at Meets GL Standard or Above	47%	34%	37%	56%	50%	62%	%	46%	31%	14%	32%	17%	44%	51%
% at Masters GL Standard	14%	6%	9%	18%	17%	43%	%	12%	7%	2%	7%	4%	8%	17%
Number of Tests														
# at Approaches GL Standard or Above	728	57	240	372	3	18	0	38	331	93	297	62	33	496
# at Meets GL Standard or Above	438	29	121	249	3	13	0	23	150	34	136	22	17	307
# at Masters GL Standard	128	5	29	78	1	9	0	6	32	7	29	5	3	100
Total Tests	934	86	330	441	6	21	0	50	490	155	428	131	39	602
<b>Social Studies</b>														
Percent of Tests														
% at Approaches GL Standard or Above	83%	79%	73%	91%	78%	89%	%	77%	71%	52%	73%	59%	95%	85%
% at Meets GL Standard or Above	57%	46%	44%	69%	67%	79%	%	43%	41%	23%	44%	25%	53%	59%
% at Masters GL Standard	33%	18%	26%	41%	22%	68%	%	17%	22%	11%	23%	12%	37%	34%
Number of Tests														
# at Approaches GL Standard or Above	488	48	144	249	7	17	0	23	195	43	161	41	18	348
# at Meets GL Standard or Above	339	28	86	191	6	15	0	13	114	20	97	17	10	240
# at Masters GL Standard	196	11	51	114	2	13	0	5	60	10	52	8	7	137
Total Tests	590	61	196	275	9	19	0	30	275	76	222	69	19	408

76% of our students achieved Approaches Grade Level or higher. Our reading scores increased from the previous school year, from 76% to 79%. The math scores for all students remained at 71% but the 2023 STAAR required a high number of correct answers to obtain the same score as the previous year. In the Closing the Gaps domain of state accountability, all but 4 of the subgroups were below the 76% average for All Students. The high school graduation rate high at increased to 99.3%. 36% of our emergent bilingual students showed progress on the TELPAS assessment.

80% of our high school students are enrolled in CTE courses. The College, Career, Military Readiness indicator score for the district is 50%.

### **Student Learning Strengths**

Lake Dallas ISD saw an increase in the reading scores across the district. Math scores remained at 71% for all students. The percent of students that showed at least one year of growth on the STAAR test was 60% for reading and 55% for math. 83% of students met Approaches Grade Level or higher on STAAR. On the SAT, 69% of 80% of our students are enrolled in at least one CTE course. 154 students met TSI criteria through SAT. 46 students scored a 3 or higher on AP exams, and 48 students obtained the required number of Dual Credit hours to meet TSI criteria. Our graduation rate remains high at 99.3%

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

**Problem Statement 1:** 12% of our emergent bilingual students made progress on TELPAS. **Root Cause:** Our emergent bilingual population has continued to increase over the last few years. Teachers are in need of training. Certified bilingual and ESL teachers are hard to find.

**Problem Statement 2:** Math scores are falling behind at the elementary and high school levels. **Root Cause:** Students are demonstrating gaps in their learning that need to be filled. Teacher retention has been a challenge that contributes to the problem..

# District Processes & Programs

## District Processes & Programs Summary

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

## District Processes & Programs Strengths

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

Identification and services of GT students

Identification and services of LEP students

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

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

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

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

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

# Goals





Revised/Approved: February 9, 2023

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

**Performance Objective 1:** By May 2024, 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	Formative Reviews		
<p><b>Strategy 1:</b> Participate in monthly District Leadership Team meetings</p> <p><b>Strategy's Expected Result/Impact:</b> Campus administration, instructional coaches and curriculum &amp; instruction personnel will train and coach on district initiatives, best practices and expectations. As a result, student achievement will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Professional Learning Community (PLC) meetings will occur on each campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Grade level/content area teachers will collaborate around the 4 core questions of PLCs. The result will be a shared understanding of the curriculum which will lead to equity among classrooms and increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers have access to vetted and aligned curriculum resources</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent, Director of Curriculum, Director of Bilingual/ESL, Director of Special Programs</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Progress monitoring of student academic achievement with assessments throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use the data from assessments to intervene in a timely manner to student needs. The result will be increased student achievement and growth.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent, Curriculum &amp; Instruction Team and Campus Administration</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Effective and timely interventions based on data.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use the data from assessments to intervene in a timely manner to student needs, resulting in increased student achievement and growth.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent, Curriculum &amp; Instruction Team and Campus Administration</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> LDISD Classroom Expectations are clearly defined.</p> <p><b>Strategy's Expected Result/Impact:</b> Classroom instruction will center around the LDISD Classroom Expectations which are research based best practices. The result will be increased student achievement and growth.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent, Curriculum &amp; Instruction Team and Campus Administration</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 1:** By May 2024, LDISD will increase the student attendance rate to 95%.





**Evaluation Data Sources:** Student attendance rate.

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

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

**Performance Objective 2:** By May 2024, at least 75% of student responses will be favorable and campus culture survey responses will favorable responses from received.





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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Survey will be given to all students to determine the level of student engagement and campus culture.  <b>Strategy's Expected Result/Impact:</b> District will be able to determine the level of culture and engagement throughout the district. The result will be the ability to maintain or make changes as needed based on data. The result will be an increase in student achievement and engagement.  <b>Staff Responsible for Monitoring:</b> Campus administration, Executive Director of Administrative Services</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Train teachers on the LDISD Classroom Expectations.  <b>Strategy's Expected Result/Impact:</b> Classroom activities will be engaging and rigorous. The result will be students excited about coming to school, therefore, an increase in attendance rate as well as an increase in student achievement.  <b>Staff Responsible for Monitoring:</b> Curriculum &amp; Instruction team, Campus Administration</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize PBIS to generate student engagement.  <b>Strategy's Expected Result/Impact:</b> Increase in attendance and engagement resulting in increased student achievement.  <b>Staff Responsible for Monitoring:</b> Campus Administration</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 3:** By May 2024, 80% of LDISD students will be involved in at least one extracurricular activity.





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

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

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





**Performance Objective 1:** Between August 2023 - May 2024, LDISD will provide daily opportunities for students to grow in their social and emotional well being.

**Evaluation Data Sources:** Leader In Me Elementary; Future Leaders Outreach Network- MS; Counselors, Clubs & Organizations

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





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

**Performance Objective 2:** By May 2024, LDISD will ensure that at least 80% of the graduating seniors are college, career, and/or military ready.

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

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





**Performance Objective 3:** By May 2024, 80% of LDISD student organizations will be involved in service learning opportunities.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> By May 2024, partnerships and communication community members will increase by 6 engagement opportunities.  <b>Strategy's Expected Result/Impact:</b> An increase in service opportunities available to students.  <b>Staff Responsible for Monitoring:</b> Campus principal and organization sponsors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Market available opportunities to students.  <b>Strategy's Expected Result/Impact:</b> Increase in participation in available service opportunities.  <b>Staff Responsible for Monitoring:</b> Campus principals and organization sponsors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 1:** LDISD will continue to present a competitive comprehensive benefits package to the Board of Trustees for consideration for the 2023-2024 school year.





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

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

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

**Performance Objective 2:** LDISD will actively recruit qualified and passionate individuals to serve students in the District throughout the 2023-2024 school year to fill vacancies and prepare for the 2024-2025 school year.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> LDISD will continue to use the TASB salary study in compensation planning.  <b>Strategy's Expected Result/Impact:</b> LDISD will be able to post salary scales for all positions in the Spring of 2024.  <b>Staff Responsible for Monitoring:</b> HR and Business office</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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





**Performance Objective 3:** LDISD will increase the percent of staff retained for the 2023-2024 school year.

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

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

**Performance Objective 1:** For the 2023-2024 school year, LDISD will provide mentors to all new teachers and provide mentor training to 100% of mentor teachers.





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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> LDISD will create a mentor plan to support all teachers with less than 2 years of teaching experience.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher capacity and retention</p> <p><b>Staff Responsible for Monitoring:</b> Campus principals, Associate Superintendent and Executive Director of HR</p>	Formative		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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





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

**Evaluation Data Sources:** Creation of plan

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





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

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> During the Fall and Spring of 2023-2024, campus staff will complete an Upbeat Survey in the Fall and Spring .</p> <p><b>Strategy's Expected Result/Impact:</b> Feedback will be used to gauge the organizational health of each campus and work towards continuous improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Administrative Services, Campus Principals, Executive Director of HR</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Participation on district and campus committees.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase participation and engagement in the district.</p> <p><b>Staff Responsible for Monitoring:</b> District and Campus leadership</p>	Formative		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 2:** August 2023 - May 2024, LDISD will hold celebrations 1x monthly to recognize teachers and staff.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Falcon First moments will be shared at the start of all meetings. <b>Strategy's Expected Result/Impact:</b> Increase morale <b>Staff Responsible for Monitoring:</b> All district and campus leadership	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Dr. Brown will celebrate staff members birthdays with brownie deliveries. <b>Strategy's Expected Result/Impact:</b> Increase morale <b>Staff Responsible for Monitoring:</b> Superintendent's office and Communications	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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





**Performance Objective 1:** LDISD will obtain parent/community feedback monthly during the 2023-2024 school year.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide district communication in emergency situations.  <b>Strategy's Expected Result/Impact:</b> Ensure reliable and transparent information is communicated to parents in a timely manner.  <b>Staff Responsible for Monitoring:</b> Communications</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide board Meeting Recaps.  <b>Strategy's Expected Result/Impact:</b> The Board meeting Recaps are created every month after the regular Board meeting for a quick snapshot. Links to the presentations and specific video timecodes are given to allow for quick access to materials.  <b>Staff Responsible for Monitoring:</b> Communications</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> District Communication Dashboard  <b>Strategy's Expected Result/Impact:</b> The District Communication Dashboard will allow stakeholders to view the analytics of the communication programs throughout the district. This will allow the communication team to make the necessary changes to keep our community in the know by the modality of their choosing. Monitoring data on access/views/analytics of our communication platforms (Facebook, YouTube, Instagram, Twitter, Blackboard, etc.) to determine current reach. Use data for continuous growth and improvement.  <b>Staff Responsible for Monitoring:</b> Communications</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Social media content and frequency  <b>Strategy's Expected Result/Impact:</b> Increased social media interactions with parents, community and staff.  <b>Staff Responsible for Monitoring:</b> Communications</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Newsletters and district communication  <b>Strategy's Expected Result/Impact:</b> To build trust, relationships, and engagement with internal and external stakeholders, the communications team will provide district news and events through a variety of communication tools.  <b>Staff Responsible for Monitoring:</b> Communications</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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





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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Create and launch a Parent Hub for communication dashboard. <b>Strategy's Expected Result/Impact:</b> Increased parent satisfaction and clear communication. <b>Staff Responsible for Monitoring:</b> Director of Communication	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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

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





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> TCHATT counseling series will be provided online throughout the year to support and engage parents in topics related to students today.  <b>Staff Responsible for Monitoring:</b> Counseling department and Communications</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Social media content and frequency intentionally direct at PTO/boosters, PTA, Community Organizations, etc  <b>Strategy's Expected Result/Impact:</b> The district will help share the news, accolades, and events of our students and groups through a variety of channels like social media, website and PeachJar (electronic flier system).</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Continue strong partnership between the District and the Lake Cities Education Foundation (LCEF)  <b>Strategy's Expected Result/Impact:</b> To showcase the different initiatives the Lake Cities Education Foundation provides for our district through photography and videography.  <b>Staff Responsible for Monitoring:</b> LCEF Exec Dir and Communications</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> The LDISD will hold a community breakfast where stakeholders and community leaders can learn more about the District and how we are contributing to the community.  <b>Strategy's Expected Result/Impact:</b> Educating our students takes a village. Building relationships and partnering with community members is crucial for the success of our learners.  <b>Staff Responsible for Monitoring:</b> Administrative Services</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Increase involvement in rotary and Lake Cities Chamber of Commerce.  <b>Strategy's Expected Result/Impact:</b> Building relationships and partnering with community members is crucial for the success of our learners.  <b>Staff Responsible for Monitoring:</b> Superintendent</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>

Strategy 6 Details	Formative Reviews		
<b>Strategy 6: Communities in Schools (CIS)</b> <b>Strategy's Expected Result/Impact:</b> Continue to partner with CIS to to help students overcome the barriers that keep them from succeeding in school and help them stay in school to get that education and degree that will give them opportunities in the future. <b>Staff Responsible for Monitoring:</b> Chief Administrative Officer and campus principals	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

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





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

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

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





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

**Evaluation Data Sources:** Monthly Financial Statements

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Campuses/departments review budgets on a timely basis <b>Strategy's Expected Result/Impact:</b> To ensure efficient and effective use of funds <b>Staff Responsible for Monitoring:</b> Finance Department	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide monthly financial statements to Board of Trustees <b>Strategy's Expected Result/Impact:</b> To ensure financial transparency <b>Staff Responsible for Monitoring:</b> Finance Department	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Budget amendments as needed <b>Strategy's Expected Result/Impact:</b> To allocate funds to meet current needs of the District <b>Staff Responsible for Monitoring:</b> Finance Department	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>			

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

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





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Present Annual Audit and results to the Board of Trustees for approval <b>Strategy's Expected Result/Impact:</b> To ensure financial statements fairly present the financial position of the District <b>Staff Responsible for Monitoring:</b> Finance Department	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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

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

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





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

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

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

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





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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Maximize the use of PM DIRECT in School Dude/Brightly Programming <b>Strategy's Expected Result/Impact:</b> Reduction of work order requests and minimize downtime on equipment <b>Staff Responsible for Monitoring:</b> Facilities Department Director and Supervisors	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                     </div> <div style="text-align: center;">  Accomplished                     </div> <div style="text-align: center;">  Continue/Modify                     </div> <div style="text-align: center;">  Discontinue                     </div> </div>			

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

**Performance Objective 1:** LDISD will increase the physical security of all LDISD facilities during the 2023-2024 school year.





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

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Student Services and Facilities Departments attend school safety training each year to maintain knowledge in best practices and state requirements</p> <p><b>Strategy's Expected Result/Impact:</b> To better understand the impacts of actions and address security issues by looking for best practices to improve our District safety plan</p> <p><b>Staff Responsible for Monitoring:</b> Central Services , Facilities Department Director and Supervisors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Weekly exterior door audits and logs</p> <p><b>Strategy's Expected Result/Impact:</b> Increased campus security</p> <p><b>Staff Responsible for Monitoring:</b> Central Services and Campus Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Consistently evaluate the effectiveness of security, surveillance equipment and signage on school district properties</p> <p><b>Strategy's Expected Result/Impact:</b> Increased campus security</p> <p><b>Staff Responsible for Monitoring:</b> Facilities Department Director and IT</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

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

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

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

# 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.

# Lake Dallas Independent School District

## Lake Dallas High School

### 2023-2024 Goals/Performance Objectives/Strategies



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# Goals

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

**Performance Objective 1:** Increase overall campus grade from 83% Approaches rate for all EOC exams to 88% for the Spring 2024 EOC exams.





**Evaluation Data Sources:** STAAR

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Set up scheduled PLC times for teachers in order to review lesson plans to help increase rigor and create learning opportunities for students. <b>Strategy's Expected Result/Impact:</b> Improved teacher alignment and student success. <b>Staff Responsible for Monitoring:</b> Curriculum and Instruction Staff	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Widen student academic support network through implementation of advisory time. <b>Strategy's Expected Result/Impact:</b> Increased student ownership of academic progress. <b>Staff Responsible for Monitoring:</b> All advisory teachers.	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Increase focus on student attendance through multiple monitoring avenues. <b>Strategy's Expected Result/Impact:</b> Students are more academically successful when they are on pace with their class. <b>Staff Responsible for Monitoring:</b> Attendance Officer, Assistant Principals, and Support Staff.	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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





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

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

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

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





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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Regularly host PAC (Principals' Advisory Council) to collaborate with students on campus experiences.  <b>Strategy's Expected Result/Impact:</b> Campus leadership team will have deeper understanding from students' perspective.  <b>Staff Responsible for Monitoring:</b> Admin team</p>	Formative		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

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





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

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

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

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





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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> LDHS student organizations will track hours spent in service opportunities.	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Sponsors will set targeted goals based on their individual organization. <b>Strategy's Expected Result/Impact:</b> Educate students about opportunities to serve our community. <b>Staff Responsible for Monitoring:</b> Sponsors	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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

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





**Evaluation Data Sources:** Staffing data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Assign all new teachers a mentor <b>Strategy's Expected Result/Impact:</b> Widen teacher support system	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Continue communication through weekly newsletter <b>Strategy's Expected Result/Impact:</b> Administration to Staff transparency and consistent communication	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide monthly celebration to increase staff positivity and collegial environment <b>Strategy's Expected Result/Impact:</b> Increase staff morale	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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





**Evaluation Data Sources:** Attendance log

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide refreshers in targeted areas after initial training.  <b>Strategy's Expected Result/Impact:</b> Teacher consistency leads to improved student behaviors.  <b>Staff Responsible for Monitoring:</b> All staff.</p>	Formative		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 2:** Offer targeted, short professional development sessions during the teacher workday based on walkthrough data and teacher feedback.





**Evaluation Data Sources:** Attendance Log

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Monthly lunch time professional development sessions. <b>Strategy's Expected Result/Impact:</b> Increase student achievement through teacher focus. <b>Staff Responsible for Monitoring:</b> Administration and Instructional Coach	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>			

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

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





**Evaluation Data Sources:** Feedback forms

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide opportunities for staff to give feedback in faculty meetings, CEIC, and PLC. <b>Strategy's Expected Result/Impact:</b> Higher engagement from staff.	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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

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





**Evaluation Data Sources:** Faculty meetings, newsletters, and campus social media accounts

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

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

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





**Evaluation Data Sources:** Blackboard delivery report, Smore reports, Facebook

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Lake Dallas High School will communicate through our Weekly Newsletter, Counselors communication, Blackboard, and social media.	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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

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





**Evaluation Data Sources:** Campus Calendar

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

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

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





**Evaluation Data Sources:** Campus budget

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Meet with department chairs twice per year to conduct a budgetary needs assessment. <b>Strategy's Expected Result/Impact:</b> Open communication and understanding of the budget process to benefit students	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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





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

**Evaluation Data Sources:** Maintenance logs

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

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

**Performance Objective 1:** Lake Dallas High School will provide quality and safe facilities.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Practice, employ, and communicate emergency response procedures (shelter in place, lock down, relocation plan, unification plan, etc.) <b>Strategy's Expected Result/Impact:</b> Maintain secure campus for student and staff safety. <b>Staff Responsible for Monitoring:</b> All Staff	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Practice, employ, and communicate daily safety procedures across campus <b>Strategy's Expected Result/Impact:</b> Maintain secure campus for student and staff safety. <b>Staff Responsible for Monitoring:</b> All Staff	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Continue to implement the Say Something anonymous reporting system and Raptor alert system. Monitor hourly Content Keeper and Gaggle reports. <b>Strategy's Expected Result/Impact:</b> Maintain secure campus for student and staff safety <b>Staff Responsible for Monitoring:</b> Campus Administration and SRO	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Lake Dallas Independent School District**  
**Lake Dallas Middle School**  
**2023-2024 Improvement Plan**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Lake Dallas Middle School is the only middle school in Lake Dallas ISD. LDMS students live in four neighboring communities--Lake Dallas, Corinth, Shady Shores, and Hickory Creek. Campus enrollment has remained fairly consistent over the last few years with about 900 students. The mobility rate is right at 9.5%, which is below the state average.

The 2023 - 2024 school year will be LDMS's 12th year as a Title I campus. Since 2014-2015, the Economically Disadvantaged population has hovered around 40% and was at 42.7% for the 2021-2022 school year. Our student demographics have remained consistent over the last six years with slight growth in our Hispanic population (TAPR 2013-2014=23.3%, TAPR 2020-2021=33.4%, and TAPR 2021-2022=35.2%). The elementary campuses in the LDMS feeder system continue to see growth in their Hispanic and Economically Disadvantaged populations so the middle school is expecting to experience significant growth in both of those demographics over the next 5 years. Our population of EB Learners has increased over the last few years, in 2014-2015 our campus was 5.4% and on the most recent report, the percentage increased to 12.7% but remains below the state average.

The current student information (TAPR) shows a couple of campus groups that are higher than the district groups: Gifted & Talented (11.6% campus, 8.0% district), Special Education (13.8% campus, 12.4% district), and those identified as At-Risk (40.8% campus, 47.3% district). As a campus, we are above the state average in Special Education (13.8% campus, 12.4% state) and Gifted and Talented (11.6% campus, 8.0% state).

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

In 2016, LDMS joined in a partnership with Communities in Schools to secure a School Program Manager for the campus. The program will continue through 2023-2024.

### Demographics Strengths

- Campus attendance rate is 97.4%
- Over 100 students served by Communities in Schools
- LDMS class size ratios remain low in order to best serve the diverse population of students.
- Math and ELA teachers' daily schedules include a PLC period or a Teaming period.

### Problem Statements Identifying Demographics Needs

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

# Student Learning

## Student Learning Summary

STAAR (Spring 2023 Administration)

STAAR Results Spring 2023:

6th grade Reading 73% Approaches with 49% Meets and 17% Masters; ED 55%, ESL 36%, Sp Ed 29%, GT 100% (Approaches)

6th grade Math 80% Approaches with 42% Meets and 11% Masters; ED 69%, ESL 53%, Sp Ed 48%, GT 100% (Approaches)

7th grade Reading 80% Approaches with 51% Meets and 21% Masters; ED 65%, ESL 44%, Sp Ed 53%, GT 98% (Approaches)

7th grade Math 61% Approaches with 27% Meets and 2% Masters; ED 55%, ESL 40%, Sp Ed 26%, GT 100% (Approaches)

8th grade Reading 86% Approaches 61% Meets and 30% Masters; ED 81%, ESL 60%, Sp Ed 47%, GT 100% (Approaches)

8th grade Math 74% Approaches, 50% Meets and 18% Masters; ED 62%, ESL 52%, Sp Ed 32%, GT 100% (Approaches)

8th grade Science 77% Approaches, 50% Meets and 14% Masters; ED 65%, ESL 45%, Sp Ed 40%, GT 100% (Approaches)

8th grade Social Studies 67% Approaches, 35% Meets and 21% Masters; ED 55%, ESL 21%, Sp Ed 37%, GT 95% (Approaches)

Algebra 1 EOC 100% Approaches, 81% Meets, and 42% Masters, ED 100%, GT 100% (Approaches)

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

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

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

Services provided to Special Education students have been a focus for the campus. Program changes have occurred to meet the needs of students more efficiently, with more emphasis on planned, intentional instruction in all areas, including Falcon Time. Co-Teach classrooms for Math and Language Arts are now in all grade levels.

## Student Learning Strengths

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

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

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

**Problem Statement 1:** LDMS EB students consistently perform lower than "all students" on 2022 STAAR with a percentage of MEETS grade level standard or above an average of 35 percentage points lower in Reading and an average of 24 percentage points lower in Math. **Root Cause:** Student difficulties with language acquisition.

# School Processes & Programs

## School Processes & Programs Summary

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

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

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

New teachers in the Fall of 2023 were given mentor teachers and additional staff development training before the school year started. Returning teachers also received professional development and training before students arrived on the first day of school. All staff benefited from required federal/state training, district training, campus training, and grade level/content-specific training throughout the school year. Some staff attended off-campus workshops and conferences, while others received individual training on specific skills and methods on an as-needed basis.

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

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

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

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

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

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

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

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

## School Processes & Programs Strengths

The OHI survey revealed that "Cohesiveness" is one of the strengths at LDMS. The positive and warm family feel of LDMS is a definite strength for the campus. We are

complimented daily on how welcoming and friendly our staff is to parents, guest speakers, visitors, and to each other.

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

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

A wide variety of staff development and training was offered throughout the year 2022-2023. We offered staff development that allowed teachers the opportunity to pick what training they received as well as volunteer to train their peers. Feedback from staff indicated the training was meaningful and relevant. Campus-specific training was offered in areas of technology, assessment, literacy, classroom management, policies and procedures, school safety, etc. Multiple teachers were sent to a variety of workshops at Region 11 and the PLC conference, and then returned to campus to share information--in the form of "mini-sessions" on an early release day, PLC, and after-school. This proved enjoyable, meaningful, and relevant for all.

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

- Teachers have become much more familiar with how to use MAP data.
- PLCs were utilized to pull apart TEKS, review student progress, and plan for future instruction.
- Teachers are open to learning new things and growing in pedagogy and making changes that will impact student growth.
- Teachers have taken an active role in making changes on the campus and have ownership of the processes.

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

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

# Perceptions

## Perceptions Summary

Teachers filled out surveys on discipline and procedures.

Students filled out career interest surveys.

The communities in schools position and work with students.

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

Collaboration with local services was strong in 2022-2023--Fire dept, parks and rec, public library, etc.

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

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

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

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

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

LDMS provided parent volunteer opportunities as field trip chaperones.

## Perceptions Strengths

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

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

Feedback from parents indicates that they feel welcome at LDMS.

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

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

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

## **Problem Statements Identifying Perceptions Needs**

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

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

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data

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

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

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

### **Parent/Community Data**

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

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

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

# Goals





Revised/Approved: April 13, 2023

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

**Performance Objective 1:** Increase the LDMS school "overall" accountability rating from an 80 to an 83 for the 23-24 academic school year.

**Evaluation Data Sources:** 2024 Spring STAAR assessment data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize PLC time to plan lessons that reach the level of rigor for each priority TEK.  <b>Strategy's Expected Result/Impact:</b> Increase the "all test" averages to 80% Approaches, 48% Meets, and 25% Masters.  <b>Staff Responsible for Monitoring:</b> Curriculum &amp; Instruction Staff</p> <p><b>Title I:</b>                      2.4, 2.6  <b>- TEA Priorities:</b>                      Build a foundation of reading and math</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teach to the top 25% and scaffold down.  <b>Strategy's Expected Result/Impact:</b> Growth on MAP Scores for the MOY and EOY assessments, increasing all levels of STAAR performance not just approaches.  <b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Title I:</b>                      2.4  <b>- TEA Priorities:</b>                      Build a foundation of reading and math  <b>- ESF Levers:</b>                      Lever 5: Effective Instruction</p>	Formative		
	Nov	Jan	Mar

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Increase student attendance through weekly attendance drawings and award days.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are exposed to the curriculum when they are present.</p> <p><b>Staff Responsible for Monitoring:</b> Community In Schools representative and Principal</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>	Formative		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			





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

**Performance Objective 2:** LDMS will increase the "school progress" score from an 81 to an 83 for the 23-24 academic school year.

**High Priority**

**Evaluation Data Sources:** 2024 Spring STAAR assessment academic growth data





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> HB1416 and At-Risk Students - Utilize Falcon Time for intervention to accelerate growth through intentional grouping and targeted instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Deliver lessons "by student and by skill."</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership Team</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199 State Compensatory Education (SCE)</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement targeted tutorial times with transportation offered.</p> <p><b>Strategy's Expected Result/Impact:</b> Create opportunities for all students to participate in tutoring.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize Title 1 paraprofessional to tutor small groups of students to target specific skills.  <b>Strategy's Expected Result/Impact:</b> Build foundational skills for struggling students.  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b>  2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 2: Strategic Staffing  <b>Funding Sources:</b> - 211 - Title I, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Increase support for all EL students through inclusion support and a Newcomer's class.  <b>Strategy's Expected Result/Impact:</b> Improve student performance on TELPAS and STAAR.  <b>Staff Responsible for Monitoring:</b> ESL Teacher</p> <p><b>Title I:</b>  2.6  <b>Funding Sources:</b> - 199 State Compensatory Education (SCE)</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide a rigorous Summer School Curriculum to prepare students for 2024-2025 school year.</p> <p><b>Title I:</b>  2.4, 2.6  <b>Funding Sources:</b> Lowman Support - 211 - Title I, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 1:** Utilize PBIS to teach student expectations and improve student behavior decreasing discipline referrals by 10% in the 2023-2024 school year.





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

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

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

**Performance Objective 2:** By May 2024, 80% of 7th and 8th-grade students will be involved in an extracurricular activity, clubs or electives that lead to future employability.





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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Add new clubs related to student interest. <b>Strategy's Expected Result/Impact:</b> Increased opportunities will lead to an increase in participation. <b>Staff Responsible for Monitoring:</b> Administration	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Increase funding and fundraising for existing and new extracurricular activities and clubs. <b>Strategy's Expected Result/Impact:</b> Increased funding will provide support to growing the programs. <b>Staff Responsible for Monitoring:</b> Staff Sponsors	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Utilize technology in CTE and elective courses to enhance learning. <b>Strategy's Expected Result/Impact:</b> Increase student engagement <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.6 <b>Funding Sources:</b> Clear Touch Boards - 211 - Title I, Part A	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 3:** By May 2024 LDMS will form at least one new partnership with a health care entity to support LDMS students.

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





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Telephonic psychosocial assessment with parents or guardians, and when clinically indicated, the student. <b>Strategy's Expected Result/Impact:</b> Connect eligible students with telemedicine counseling. <b>Staff Responsible for Monitoring:</b> Counselors  <b>Title I:</b> 4.1, 4.2 <b>Funding Sources:</b> - 211 - Title I, Part A	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> After the assessment, if clinically indicated, the TCHATT can offer up to 4 therapy sessions conducted at school through a videoconferencing app. <b>Strategy's Expected Result/Impact:</b> Improved mental health and the well-being of the student. <b>Staff Responsible for Monitoring:</b> Counselors  <b>Funding Sources:</b> - 211 - Title I, Part A	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Partner with Texas Child Health Access Through Telemedicine (TCHATT) to provide counseling for students referred by key stakeholders. <b>Strategy's Expected Result/Impact:</b> Meets needs of students <b>Staff Responsible for Monitoring:</b> Counselor	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 4:** 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	Formative Reviews		
<p><b>Strategy 1:</b> Conducts biweekly lunch groups per grade level.  <b>Strategy's Expected Result/Impact:</b> Promote a positive school climate.  <b>Staff Responsible for Monitoring:</b> CIS Site Coordinator</p> <p><b>Title I:</b> 2.6  <b>Funding Sources:</b> - 211 - Title I, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Meets with students to provide supportive guidance, crisis intervention, and conflict resolution.  <b>Strategy's Expected Result/Impact:</b> Resolve and prevent social and emotional challenges.  <b>Staff Responsible for Monitoring:</b> CIS Site Coordinator</p> <p><b>Title I:</b> 2.6, 4.1  <b>- ESF Levers:</b> Lever 3: Positive School Culture  <b>Funding Sources:</b> - 211 - Title I, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 5:** All students at LDMS participate in In Control sessions during Advisory.





**Evaluation Data Sources:** In Control session lessons and student survey data.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Sessions cover a variety of topics including building community, goal setting, growth mindset, and more.  <b>Strategy's Expected Result/Impact:</b> Students will feel connected and have a sense of belonging to the LDMS community.  <b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Funding Sources:</b> - 211 - Title I, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students will engage in discussions, written and oral responses for each of the In Control sessions.  <b>Strategy's Expected Result/Impact:</b> Students engagement in the lessons will foster school engagement and promote a positive school culture.  <b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Funding Sources:</b> - 211 - Title I, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 1:** LDMS will achieve the Texas Association of Student Council Sweepstakes Award and the NASSP award for NJHS by March 1, 2024.





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

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

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

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





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

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

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

**Performance Objective 3:** CISNT Site Coordinator works with targeted students to set goals for the school year. (2 Goals-per student, 100 students total).

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





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Gather input from teachers on students needing intervention.  <b>Strategy's Expected Result/Impact:</b> Support students in social and emotional learning.  <b>Staff Responsible for Monitoring:</b> CIS Site Coordinator</p> <p><b>Title I:</b>                      2.6  <b>- ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Funding Sources:</b> - 211 - Title I, Part A</p>	Formative		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>			

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

**Performance Objective 4:** LDMS students will have the opportunity to participate in the Positive Youth Development educational classes facilitated by Future Leads Outreach Network (FLON).

**High Priority**





**Evaluation Data Sources:** A voluntary, anonymous, and confidential entry and exit survey will be offered.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Four lessons related to goal setting, decision-making, handling peer pressure and self-regulation will be delivered for a six week period on Fridays during Advisory for students whose parents opt in to the program.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will develop healthy life skills in order to help them become responsible, contributing members of the community.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 199 State Career and Technical Education</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Four lessons related to healthy life skills, career exploration, financial literacy and leadership development will be delivered for a six week period on Fridays during Advisory for students whose parents opt in to the program.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will develop healthy life skills in order to help them become responsible, contributing members of the community.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 199 State Career and Technical Education</p>	Formative		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 1:** Retain 90% of all campus professionals for the 24-25 school year.

**Evaluation Data Sources:** Staffing numbers.





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

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

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

**High Priority**





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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Improve the quality of the job descriptions.  <b>Strategy's Expected Result/Impact:</b> Fill 100% of open teaching positions with highly qualified and prepared candidates.  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> During the interview process, share new teacher support systems and training that encourages, educates, and empowers new staff.  <b>Strategy's Expected Result/Impact:</b> Build confidence and comfort with new staff.  <b>Staff Responsible for Monitoring:</b> Principal and Dean of Instruction</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 3:** August 2023- October 2023, ensure staff has resources for the beginning of the year tasks to allow continuous work without interruption.





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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> LDMS will recruit clubs and organizations to provide student helpers for set up of classrooms, bulletin boards and other tasks.  <b>Strategy's Expected Result/Impact:</b> That would allow for staff to have more time to focus on preparation of classroom lessons.  <b>Staff Responsible for Monitoring:</b> STUCO and NJHS sponsors</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

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





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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Celebrate teachers giving the most points each week, per grade level, and content during the 23-24 school year.  <b>Strategy's Expected Result/Impact:</b> Encourage 100% of staff to participate and reward those who give the most points.  <b>Staff Responsible for Monitoring:</b> PBIS Committee</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> During the 23-24 school year, scheduled behavioral data meetings will be held with teachers by location, time, and student breakdown.  <b>Strategy's Expected Result/Impact:</b> Educate the teachers on where and when events are occurring in order to make changes to implementation.  <b>Staff Responsible for Monitoring:</b> PBIS Committee</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 2:** By May 2024, LDMS will improve best practices in teacher collaboration through daily PLC development.

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





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

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

**Performance Objective 3:** By MAY 2024, 100% of the Special Education Co-teach will have participated in the Region XI Co-Teacher training.

**High Priority**





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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide substitute teachers for staff to attend training during school hours.  <b>Strategy's Expected Result/Impact:</b> All teachers will be able to attend the training if offered during school hours.  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>			

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

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





**Evaluation Data Sources:** PLC Calendar.

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

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

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





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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Each week, teachers submit Falcon Three Cheers (shout-outs) to LDMS Staff. These will be publicized through many modalities, which include email, bulletin boards, announcements, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> To increase staff morale.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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

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





**Evaluation Data Sources:** PBIS Rewards

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

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

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

**Evaluation Data Sources:** Staff Calendar





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

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

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

**High Priority**





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

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

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

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





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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Utilize the "Smore" program to create an engaging newsletter. <b>Strategy's Expected Result/Impact:</b> Increase parent involvement in activities. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide a Counselor Corner Newsletter, in conjunction with, a Community Newsletter detailing components of the Comprehensive Counseling Program. <b>Strategy's Expected Result/Impact:</b> Inform parents of resources and support for their children. <b>Staff Responsible for Monitoring:</b> Counselor	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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

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





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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Work with school counselors and campus administration to target areas of need.  <b>Strategy's Expected Result/Impact:</b> Support students socially and emotionally to increase learning.  <b>Staff Responsible for Monitoring:</b> CIS Site Coordinator</p> <p><b>Title I:</b> 2.6  <b>Funding Sources:</b> - 211 - Title I, Part A</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

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





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

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

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

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





**Evaluation Data Sources:** School Calendar

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Host the Homecoming Parade. <b>Strategy's Expected Result/Impact:</b> Build school pride and a positive culture. <b>Staff Responsible for Monitoring:</b> Campus Administration	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Be involved in organizing the Back to School Fair. <b>Strategy's Expected Result/Impact:</b> Show community support. <b>Staff Responsible for Monitoring:</b> Campus Administration	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Host parent education meetings facilitated by the Children's Advocacy Center for North Texas on the topic of Internet Safety. <b>Strategy's Expected Result/Impact:</b> Educate and inform parents of resources for their children. <b>Staff Responsible for Monitoring:</b> Counselor	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress                 </div> <div style="text-align: center;">  100% Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>			

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

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





**Evaluation Data Sources:** School budget

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Meet with department heads to gather input and recommendations. <b>Strategy's Expected Result/Impact:</b> Create buy-in and understanding of the budget process. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide quarterly budget updates to department heads. <b>Strategy's Expected Result/Impact:</b> Build trust with department heads in the budgeting process. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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

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





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

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

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

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





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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Complete a long term plan for updates to the 7th and 8th grade wings of the building. <b>Strategy's Expected Result/Impact:</b> Improve the building aesthetically <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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

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





**Evaluation Data Sources:** Work order system

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

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

**Performance Objective 1:** During the 23-24 school, student safety will increase by providing a place for students, staff or parents to make anonymous reports.





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

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

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

**Performance Objective 2:** By May 2024, 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	Formative Reviews		
<p><b>Strategy 1:</b> Red Ribbon Week assembly to discuss drug and alcohol prevention.</p> <p><b>Strategy's Expected Result/Impact:</b> Educate students on the dangers of drugs and alcohol.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

**Performance Objective 3:** During the 23-24 school year, safety of all students and staff will be ensured through a campus Security Resource Officer and by performing scheduled safety drills.

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

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

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

**Lake Dallas Independent School District**  
**Corinth Elementary School**  
**2023-2024 Improvement Plan**

# Mission Statement

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

## Vision

Small School Atmosphere, Big School Opportunities

## Core Beliefs

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Corinth Elementary is a neighborhood school with most students residing within a couple of miles of the campus. Campus enrollment has decreased since the previous school year, with 546 students currently enrolled. Corinth Elementary is an open-enrollment campus.

The most recent demographic data shows that Corinth Elementary has 42.1% of students who are economically disadvantaged. 12.3% of the students are serviced through special education. 6.6% of the student population is served through the Gifted and Talented program. 7.1% of the student population receives dyslexia services. 9.9% of the student population is Emergent Bilingual. 46.2% of the student population is At- Risk.

42.7% of the student population is White. 32.1% of the student population is Hispanic. 12.3% of the student population is African American. 6.0% of the student population is two or more races. 6.2% of the student population is Asian. 44% of the student population is female. 56% of the student population is male. The class size for grades Pre-k through 5th ranges from 13 to 23 students per class. The mobility rate during the year 2021-2022 was 12%. The attendance rate for the 2022- 2023 school year was 95%.

The most recent demographic data from 2021-2022 shows that Corinth Elementary has a total of 59.2 staff on campus. 2.4% of the teachers on the campus are beginning teachers, 34.1% of teachers have 1-5 years of experience, 17.1% of teachers have 6-10 years of experience, 24.4% of teachers have 11-20 years of experience, 19.5% of teachers have 21-30 years of experience, and 2.4% of teachers have more than 30 years of experience. 95.1% of the teachers at Corinth Elementary are female. 4.9% of the teachers are male.

There are 13.6 students per teacher.

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

### Demographics Strengths

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

### Problem Statements Identifying Demographics Needs

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

disadvantaged.

**Problem Statement 2:** A high percentage of parents do not participate in academic initiatives or volunteer on campus. **Root Cause:** Many of the parents at CE are focused on working to provide for their families.

# Student Learning

## Student Learning Summary

The campus utilized a variety of research-based data sources in order to monitor student progress and draw conclusions regarding student achievement. In Pre-Kindergarten, the campus utilized Circle PM to assess student learning. In grades K-2, the campus has utilized TX-KEA/ TPRI, Fountas and Pinnell, and NWEA MAP Growth to assess student learning. In grades 3-5, the campus utilized Fountas and Pinnell and NWEA MAP to assess student learning. The Rtl 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 the curriculum, and a Title I instructional assistant helped deliver these interventions.

## Student Learning Strengths

### STAAR Performance Grades 3-5:

STAAR scores indicate that reading is a strength for our campus.

86% of special education students scored approaches, 57% scored meets, and 43% scored masters on the Reading STAAR.

71% of special education students scored approaches on the Math STAAR.

78% of Caucasian students scored approaches on the Reading STAAR, and 70% of Caucasian students scored approaches on the Math STAAR.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** On the Reading STAAR, 62% of all students did not meet grade-level expectations for academic achievement. **Root Cause:** Many students are reading below grade level and lack phonics skills.

**Problem Statement 2:** On the Math STAAR, 69% of all students did not meet grade level standard for academic achievement. **Root Cause:** Lack of understanding of math student expectations (SEs)

# School Processes & Programs

## School Processes & Programs Summary

For curriculum, teachers in grades K-5 uses Instructional Focus Documents provided by TEKS Resource System. Teachers in grades K-5 also have many resources to provide instruction to students in class, such as Stemsopes for Science and Math, Units of Study for Writing, and Social Studies Weekly for social studies. Our Pre-K teacher uses CLI to provide instruction in class. Fountas and Pinnell Reading resources were purchased for all grade levels. Leader in Me and Momentous resources have been provided for Pre-kindergarten through 5th grade. Professional development is determined and provided based on the needs of the staff. This year, the focus on professional development will be on continuing to grow as a Professional Learning Community and Workshop Model. By continuing to grow as a Professional Learning Community, teachers will collaborate to meet the needs of all students and analyze data, decide on intervention and enrichment for students, and learn strategies and teaching techniques from each other. If other professional development is needed, based on walkthrough and observation data, it will be provided. By focusing on utilizing the Workshop Model in classrooms, teachers will be able to restructure their daily lessons into minilessons, which will allow for more time to pull small groups during Tier 1 instruction.

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

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

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

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

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

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

## School Processes & Programs Strengths

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

Corinth Elementary has many opportunities for student leadership.

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

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

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

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

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

# Perceptions

## Perceptions Summary

According to the MRA Survey, teachers empower students to play a more proactive role as they apply their knowledge and skills to accelerate and deepen their learning. Students are able to apply personal leadership habits to plan, prioritize, and persevere in their academic pursuits. Students engage in the behaviors and embrace the mindsets that build resilience and hope. Students believe that they are cared about and understood by the people in their school and feel a sense of belonging. Staff members believe they are positively impacting others through meaningful work and are provided with valuable opportunities to develop and grow in their role as well as to use voice and choice in decisions that are important to them.

During the 2023-2024 school year, feedback has been received from parents that they appreciate the family newsletter. They said that they are informative and keep the parents up-to-date with events and other important campus information. Parents also stated teachers are helpful and kind.

## Perceptions Strengths

The most recent MRA data, collected in the 2022-2023 school year shows that the students at Corinth Elementary have a sense of school belonging. At Corinth Elementary, students believe that they are cared about and understood by the people in their school. Students also feel empowered. This means that students believe they are provided with schoolwide and classroom opportunities that include them in decision-making and grow their leadership competence.

## Problem Statements Identifying Perceptions Needs

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

**Problem Statement 2:** Student dysregulated behaviors are impeding academic progress. **Root Cause:** Students do not have the coping skills or tools needed to regulate their emotions.

# Priority Problem Statements





# Goals

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

**Performance Objective 1:** By May 2024, 90% of Corinth Elementary students will make one year's academic growth in reading and math.

**Evaluation Data Sources:** STAAR, MAP, Fountas & Pinnell





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Professional Learning Communities (PLC) teams will meet weekly to clarify the essential learning and build shared knowledge for each unit to create a guaranteed and viable curriculum for all CE students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in teacher capacity and student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implementation of campus initiatives and resources will be monitored with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Fidelity of best practices and campus initiatives will result in increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> CE will monitor student progress in academic achievement with assessments throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

**Performance Objective 1:** By May 2024, CE will increase the student attendance rate to 97.0%.





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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Student attendance will be discussed weekly by the campus leadership team to monitor student attendance, track trends, and patterns, and to contact families regarding patterns of truancy.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student attendance; decrease in daily tardies</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Student attendance and tardies are monitored every month and incentives are implemented by class.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student attendance; decrease in daily tardies</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 2:** On the Leader in Me Measurable Results Assessment, CE will show increases in Culture in both Collective Efficacy (Supportive Staff Environment) and School Climate (Supportive Student Environment) from Spring of 2023 to Spring of 2024.





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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Measurable Results Assessment (MRA) will be given to 4th and 5th-grade students, staff, and all parents to determine the level of campus culture and climate in the Spring of 2024.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will be able to determine the level of campus culture and climate and how the data compares to the previous year's data. The result will be the ability to maintain or make changes as needed based on data. The result will be an increase in campus culture and climate..</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Lighthouse Coordinators</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

**Performance Objective 3:** CE will ensure 100% of students are involved in clubs/extracurricular activities.





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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> CE will offer a Friday schedule that provides club time to all students in kindergarten through grade five during the school day.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student participation in clubs, as not all students are able to participate when clubs are offered after school</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p>	Formative		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 1:** CE will provide opportunities for students to grow in the area of social and emotional well-being.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The campus guidance counselor will provide counseling lessons to students in grades PreK-5.  <b>Strategy's Expected Result/Impact:</b> Increased social and emotional coping skills  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor</p> <p><b>Title I:</b>                      2.6                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Leader in Me will be implemented.  <b>Strategy's Expected Result/Impact:</b> Students will be able to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, and establish and maintain positive relationships.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Lighthouse Coordinators</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> At CE, classroom teachers will have circle time with their students a minimum of twice per week.  <b>Strategy's Expected Result/Impact:</b> Build community within the classroom  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Technology will be implemented into the Specials rotation to teach Digital Citizenship and Internet Safety.  <b>Strategy's Expected Result/Impact:</b> Students will have an increased understanding of appropriate online behavior.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> CE will participate in district initiatives, such as Start with Hello Week, Red Ribbon Week, and Unity Day. <b>Strategy's Expected Result/Impact:</b> Increased student awareness <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> CE will utilize our Communities in Schools representative to provide open-group lessons to students based on the needs of the students. <b>Strategy's Expected Result/Impact:</b> Students will be able to respond appropriately to situations and self-regulate. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





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

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

**Evaluation Data Sources:** Walkthroughs

Student interviews





Student Leadership Teams

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased student engagement and culture</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Lighthouse Coordinators</p> <p><b>Title I:</b> 2.6</p> <p><b>- ESF Levels:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Student leadership opportunities will increase.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are empowered to be leaders on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Leader in Me Campus Coordinators</p> <p><b>ESF Levels:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 1:** CE will actively recruit qualified and passionate individuals to serve students throughout the 2023-2024 school year to fill vacancies and to prepare for the 2024- 2025 school year.





**Evaluation Data Sources:** Staffing reports

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

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

**Performance Objective 2:** CE will increase the percentage of staff retained for the 2023-2024 school year.





**Evaluation Data Sources:** Number of staff exiting at the end of the 2023-2024 school year

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Administrators will ask for feedback throughout the school year to better understand how to help staff feel supported and appreciated.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will stay employed at CE because they feel supported and appreciated.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

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





**Evaluation Data Sources:** Walkthrough Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> CE administrators will conduct walkthroughs weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Data collected on areas professional development is needed. Feedback given to teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> CE administrators will conduct observations on all required professional staff within the 2023- 2024 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Data collected on areas professional development is needed. Feedback given to teachers.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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





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

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

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





**Performance Objective 3:** CE will provide opportunities for current staff members to observe other teachers on campus to gain knowledge of best practices.

**Evaluation Data Sources:** Learning Walks Google Form

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers at CE provide training in an area of expertise.  <b>Strategy's Expected Result/Impact:</b> Increased teacher capacity  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

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

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

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





**Performance Objective 2:** CE will utilize staff feedback from Upbeat twice during the school year.

**Evaluation Data Sources:** Upbeat survey

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

**Performance Objective 1:** As a campus, Corinth Elementary will increase parent/ community communication during the 2023-2024 school year.





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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Bimonthly campus newsletters will be sent home to families via the Blackboard messaging system in email and text messages.  <b>Strategy's Expected Result/Impact:</b> Increased communication between the school and home  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> All teachers will contact all families within the first two weeks of school.  <b>Strategy's Expected Result/Impact:</b> Increased communication between the school and home  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> CE will utilize social media (Twitter and Facebook) to provide up-to-date communication, including campus events and to showcase student learning.  <b>Strategy's Expected Result/Impact:</b> Increased campus communication to families and community  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> CE campus webpage and online calendar will be maintained and updated in a timely manner communicating accurate campus information and events.  <b>Strategy's Expected Result/Impact:</b> Increased communication between the home and school.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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





**Performance Objective 2:** CE will utilize feedback from parents using the Possip survey monthly.

**Evaluation Data Sources:** Possip survey

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Review parent feedback from the Possip survey results monthly.  <b>Strategy's Expected Result/Impact:</b> Better understand how parents feel about the school, administrators, teachers, etc.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	Formative		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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





**Performance Objective 1:** CE will provide families opportunities to engage in their student's learning throughout the 2023- 2024 school year.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Student-led conferences will be offered for families to attend in Fall 2023 and Spring 2024.  <b>Strategy's Expected Result/Impact:</b> Increase parent involvement and understanding of students' learning  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I:</b>                      4.1, 4.2  <b>- ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Each grade level will host an Open House.  <b>Strategy's Expected Result/Impact:</b> Increase parent involvement and understanding of students' learning  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I:</b>                      4.2  <b>- ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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





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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop campus budget and monitor expenditures throughout the school year. <b>Strategy's Expected Result/Impact:</b> To ensure efficient and effective use of funds <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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

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





**Evaluation Data Sources:** School Dude

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Staff will utilize School Dude for all maintenance, facility, and custodial requests.  <b>Strategy's Expected Result/Impact:</b> Efficient response times and increased responsiveness  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	Formative		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

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

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

Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> CE will train all staff and utilize Raptor for visitors to sign in, as well as for safety drills throughout the school year. <b>Strategy's Expected Result/Impact:</b> Increase safety on campus <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Secretary, Receptionist	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

# 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.

# Campus Education Improvement Committee

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

# Lake Dallas Independent School District

## Lake Dallas Elementary School

### 2023-2024 Goals/Performance Objectives/Strategies



# Mission Statement

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

## Vision

Small School Atmosphere, Big School Opportunities

## Core Beliefs

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

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# Goals





## Goal 1: Priority 1.1: Student Academic Growth

**Performance Objective 1:** By May of 2024, 100% of students will make academic growth in reading and math.

**Evaluation Data Sources:** STAAR Accountability Report, Closing the Gaps, NWEA MAP Report, Fountas & Pinnell

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Professional Learning Communities (PLC) teams will meet weekly to clarify the essential learning and build shared knowledge for each unit to create a guaranteed and viable curriculum for all LDE students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in teacher capacity and student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implementation of campus initiatives and resources will be monitored with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Fidelity of best practices and campus initiatives will result in increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> LDE will monitor student progress in academic achievement with assessments throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Using data, timely interventions will be provided to all students, including those that are identified as at-risk and/or required to have accelerated instruction to meet the requirements of HB1416 &amp; HB4545.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>





Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> LDISD Classroom Expectations are clearly defined and utilized by teaching staff. <b>Strategy's Expected Result/Impact:</b> Increased student achievement and growth. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> LDE will have a Reading Specialist provide targeted intervention and literacy support for students in grades K-5. <b>Strategy's Expected Result/Impact:</b> Increased student achievement and growth in reading <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal  <b>Funding Sources:</b> Early Literacy Specialist (50%) - 199 State Compensatory Education (SCE) - \$34,500	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> LDE will provide an RtI/MTSS Specialist on the campus for supporting with progress monitoring and student instructional support and interventions. <b>Strategy's Expected Result/Impact:</b> Increased student achievement and growth <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal  <b>Funding Sources:</b> RtI Specialist (50%) - 199 State Compensatory Education (SCE) - \$34,500	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> LDE will provide a GT Specialist on the campus for the facilitation and implementation of the LDISD GT program and to provide GT services to identified GT students through a pull-out program. <b>Strategy's Expected Result/Impact:</b> Increased student achievement and growth <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> LDE will provide "Take Flight" trained general education therapists and MTA-trained special education teachers to support students identified with dyslexia. <b>Strategy's Expected Result/Impact:</b> Increased student achievement and growth <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal  <b>Funding Sources:</b> Dyslexia Specialist (25%) - 199 State Compensatory Education (SCE) - \$15,500, Dyslexia Specialist (25%) - 199 State Compensatory Education (SCE) - \$15,500	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>

Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> LDE will provide full-day Pre-kindergarten for the 2023-2024 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Funding Sources:</b> 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		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

**Performance Objective 2:** By May of 2024, 100% of Emergent Bilingual students will make growth in their language proficiency as assessed on TELPAS 2024.





**Evaluation Data Sources:** TELPAS 2024 report

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All LDE bilingual teaching staff will receive research-based professional development and ongoing coaching support from Region XI throughout the school year to support bilingual classroom instructional strategies.  <b>Strategy's Expected Result/Impact:</b> Increased English language acquisition  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Emergent Bilingual students will utilize K12 Summit twice a week for 20-30 minutes.  <b>Strategy's Expected Result/Impact:</b> Increased English Language Acquisition  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ESL Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> LDE will have an ESL Specialist provide targeted language acquisition support for students in grades K-5.  <b>Strategy's Expected Result/Impact:</b> Increased student English language acquisition  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ESL Specialist</p> <p><b>Title I:</b> 2.4, 2.5</p> <p><b>Funding Sources:</b> ESL Specialist (100%) - 199 State Compensatory Education (SCE) - \$58,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> LDE will have a Bilingual Interventionist provide targeted language acquisition and literacy support for students in grades K-5.  <b>Strategy's Expected Result/Impact:</b> Increased student English language acquisition  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ESL Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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





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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Attendance meetings will be held weekly by the campus leadership team to monitor student attendance, track trends and patterns, and to contact families regarding patterns of truancy.  <b>Strategy's Expected Result/Impact:</b> Increase in student attendance; decrease in daily tardies.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, CIS</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Student attendance and tardies are monitored every week and incentives are implemented by class and grade level.  <b>Strategy's Expected Result/Impact:</b> Increase in student attendance; decrease in daily tardies.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Staff attendance will be monitored at least every 9 weeks, and incentives will be implemented to encourage staff attendance.  <b>Strategy's Expected Result/Impact:</b> Increase in staff attendance  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 2:** LDE will show increases in Culture in both Supportive Staff Environment and Supportive Student Environment as measured by the Leader in Me Measurable Results Assessment from the Spring of 2023 to the Spring of 2024.





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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Measurable Results Assessment (MRA) will be given to 4th and 5th-grade students, staff, and all parents to determine the level of student engagement and campus culture in the Spring of 2024.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will be able to determine the level of campus engagement and culture and how the data compares to the previous year's data. The result will be the ability to maintain or make changes as needed based on data. The result will be an increase in student achievement and engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Lighthouse Coordinators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> LDE will train teachers on the LDISD Classroom Expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Classroom activities will be engaging and rigorous. The result will be students excited about coming to school; therefore, an increase in attendance rate as well as an increase in student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> LDE will utilize PBIS to generate student engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in attendance and engagement resulting in increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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





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

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

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

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





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

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> LDE will participate in district initiatives, such as Start with Hello Week, Red Ribbon Week, and Unity Day. <b>Strategy's Expected Result/Impact:</b> Increase in student awareness. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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

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





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

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

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

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





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

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

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

**Performance Objective 1:** LDE will actively recruit qualified and passionate individuals to serve students throughout the 2023-2024 school year to fill vacancies and prepare for the 2024-2025 school year.





**Evaluation Data Sources:** Staffing reports

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

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

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





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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All teachers with less than 2 years of teaching experience will receive mentoring and support from the campus Instructional Coach.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher capacity and retention</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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

**Performance Objective 2:** LDE will ensure that 100% of the staff receive training in Professional Learning Communities practices.





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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teaching staff will receive PLC training at the beginning of the school year and throughout the school year.  <b>Strategy's Expected Result/Impact:</b> Effective PLCs will result in increased collaboration and increased student achievement.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Campus teachers will receive professional development from Solution Tree consultants throughout the school year to enhance PLC practices.  <b>Strategy's Expected Result/Impact:</b> Effective PLCs will result in increased collaboration and increased student achievement.  <b>Staff Responsible for Monitoring:</b> Principals, Assistant Principal, Instructional Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 3:** LDE will provide professional development for all staff throughout the school year.





**Evaluation Data Sources:** Staff development plan/calendar

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Campus Instructional Coach will provide job-embedded professional development. <b>Strategy's Expected Result/Impact:</b> Increased instructional capacity for teachers and increased student achievement <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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

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





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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The Campus Education Improvement Committee will meet throughout the year to review the campus improvement plan and evaluate progress toward campus goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff engagement and culture will increase as staff feel ownership in campus decisions and processes.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> LDE staff will complete an Upbeat Survey in the Fall and Spring of the 2023-2024 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Feedback will be used to gauge the organizational health the campus and work towards continuous improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Falcon First moments will be shared at the start of every staff meeting. <b>Strategy's Expected Result/Impact:</b> Increased staff morale <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Campus administrators will celebrate each staff member's birthday throughout the year with a cupcake and song. <b>Strategy's Expected Result/Impact:</b> Increased morale <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> LDE staff will receive "shout-outs" of recognition from their peers and administrators in the weekly staff newsletter. <b>Strategy's Expected Result/Impact:</b> Increased morale <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Campus Leadership Team	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> The Teacher Rewards component of PBIS Rewards will be utilized with staff to recognize and celebrate staff on a regular basis. <b>Strategy's Expected Result/Impact:</b> Increased morale <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Leadership Team	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Staff will nominate colleagues for Teacher of the Month and Employee of the Month. <b>Strategy's Expected Result/Impact:</b> Increased morale <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 1:** LDE will increase opportunities for parent/community communication during the 2023-2024 school year.

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

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





Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> LDE will send out Possip Surveys every month to gather feedback/communication from parents. <b>Strategy's Expected Result/Impact:</b> Increased communication with families <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> LDE will partner with the PTA by having 100% staff PTA membership and communicating campus education initiatives.  <b>Strategy's Expected Result/Impact:</b> Increased parent/community engagement  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> LDE will host an LDE 101 Night to inform families about Title 1 and other grade level specific information.  <b>Strategy's Expected Result/Impact:</b> Increased understanding of Title 1 Requirements. Increased parent/community engagement  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I:</b> 2.6, 4.1, 4.2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Each grade level will host an open house night and musical performance for families to attend.  <b>Strategy's Expected Result/Impact:</b> Increased parent/community engagement  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> LDE will partner with Communities in Schools during the 2023-2024 school year.  <b>Strategy's Expected Result/Impact:</b> Increased parent/community engagement.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> WATCH D.O.G.S. program will be implemented during the 2023-2024 school year.  <b>Strategy's Expected Result/Impact:</b> Increased male presence on campus, Increased parent engagement  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>

Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> LDE will partner with the Lake Cities Fire Department during the month of October for Fire Prevention/Safety Month. <b>Strategy's Expected Result/Impact:</b> Increased parent/community engagement. Increased fire safety awareness for students <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> LDE will partner with the Rotary Club during the 2023-2024 school year. <b>Strategy's Expected Result/Impact:</b> Increased parent/community engagement <b>Staff Responsible for Monitoring:</b> Principal/Assistant Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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





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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop campus budget and monitor expenditures throughout the school year. <b>Strategy's Expected Result/Impact:</b> To ensure efficient and effective use of funds <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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

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





**Evaluation Data Sources:** School Dude reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Staff will utilize School Dude for all maintenance, facility, and custodial requests. <b>Strategy's Expected Result/Impact:</b> Efficient response times and increased responsiveness <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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

**Performance Objective 1:** LDE will increase the physical security of the campus during the 2023-2024 school year.

**Evaluation Data Sources:** Campus Door Log


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


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


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


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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> LDE staff will receive annual training on Emergency Response Protocols. <b>Strategy's Expected Result/Impact:</b> Increased understanding of safety and security protocols <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Maintain a Behavioral Threat Assessment Team that is up-to-date on required trainings. <b>Strategy's Expected Result/Impact:</b> Increased understanding of safety and security protocols <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> LDE will train staff in Signs of Suicide and proper response protocols when evidence of mental health concerns are apparent. <b>Strategy's Expected Result/Impact:</b> Increased understanding of safety and security protocols <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Maintain a safety response team to address safety concerns in response to the anonymous reporting system, Say Something. <b>Strategy's Expected Result/Impact:</b> Increased understanding of safety and security protocols <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Campus office staff will utilize Raptor to manage all visitors on campus and facilitate emergency response communications. <b>Strategy's Expected Result/Impact:</b> Timely, up-to-date communication with administrators and emergency personnel. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

**Lake Dallas Independent School District**  
**Shady Shores Elementary School**  
**2023-2024 Improvement Plan**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

There were approximately 600 students enrolled at SSE at the end of the 2022-2023 school year. Enrollment is at 583 students during the first nine weeks of the 2023-2024 school year. The mobility rate has remained steady at around 9%. Economically Disadvantaged has risen to 45%. The ELL population has risen slightly from 11% to 13%. The special education population has remained steady between 17% and 18%. At-risk population is 59%. Student attendance was 95.4% for the 2022-2023 school year. 4.5% of the teachers are beginning teachers.

### Demographics Strengths

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

### Problem Statements Identifying Demographics Needs

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

# Student Learning

## Student Learning Summary

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

## Student Learning Strengths

### STAAR Performance Measures Grades 3-5

In grades 3, STAAR RLA and Math, results showed growth in both the approaches and meets performance levels, for demographics including but not limited to economically disadvantaged students, special education, and emergent bilingual.

In grade 4 STAAR Math, results showed growth in the masters performance level.

In grade 5 STAAR Math, results showed growth in the meets and masters performance levels.

According to MAPS Growth Assessment, from fall of 2022 to spring of 2023, students in K-5 showed growth in the 53rd percentile in reading and 60th percentile in math.

## Problem Statements Identifying Student Learning Needs

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

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

**Problem Statement 3:** Reading K-5: 28%-46% of students are performing below grade level on reading performance measures in MAP (NWEA) assessments. **Root Cause:** Students lack foundational literacy skills.

**Problem Statement 4:** Mathematics K-5: 33%-48% of students are performing below grade level on math performance measures in MAP (NWEA) assessments. **Root Cause:** Students lack foundational math skills, and teaching methods were breadth not depth based.

## **School Processes & Programs**

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

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

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

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

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

The Threat Assessment Team (now called Safe and Supportive Schools Program team or SSSP team) was created during the 2019-2020 school year as an organized means of assessing the needs of addressing students in need of assistance with a team available at each campus. The SSSP teams will continue for the 2023-2024 school year.

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

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

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

Team Leads.

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

# Perceptions

## Perceptions Summary

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

## Perceptions Strengths

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

## Problem Statements Identifying Perceptions Needs

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

# Priority Problem Statements

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

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

**Problem Statement 1 Areas:** Student Learning

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

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

**Problem Statement 2 Areas:** Student Learning

# Goals

Revised/Approved: May 22, 2023

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

**Performance Objective 1:** By May 2024, SSE will increase the percentage of K-5 students on grade level in both reading and math to 75%.

**Evaluation Data Sources:** Spring 2024 MAP Growth Assessment Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Professional Learning Communities (PLC) teams will meet weekly to clarify the essential learning and build shared knowledge for each unit to create a guaranteed and viable curriculum for all SSE students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in teacher capacity and student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Each grade level PLC team will utilize Common Formative Assessments and Summative Assessments to routinely monitor students' mastery of the TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement in math</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> SSE teachers will create intervention and extension groups based on MAP Growth assessment data and Common Formative Assessment data to provide targeted instruction to meet the needs of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Title I Educational Aide (100%) - 211 - Title I, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> SSE teachers will identify students as At-Risk based on criteria and will provide targeted instruction to students to ensure academic success.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Students in grades 4 and 5 who did not meet expectations on STAAR will receive Accelerated Instruction during the school day or after school as required by HB1416.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> SSE will have a Literacy Specialist provide targeted intervention and literacy support for students in grades K-5.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Reading Specialist (100%) - 199 State Compensatory Education (SCE)</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> SSE will provide an RtI/MTSS Specialist on the campus for supporting with progress monitoring and student instructional support and interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> RtI Specialist (50%) - 199 State Compensatory Education (SCE)</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>

Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> SSE will provide "Take Flight" trained general education therapists and MTA-trained special education teachers to support students identified with dyslexia.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Dyslexia Teacher (25%) - 199 State Compensatory Education (SCE), Dyslexia Teacher (25%) - 199 State Compensatory Education (SCE)</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> SSE will offer full day pre-kindergarten for the 2023-2024 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased kindergarten readiness</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> 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>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Provide summer programming to meet students' needs for accelerated instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Summer School - 199 State Compensatory Education (SCE)</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>



No Progress



Accomplished



Continue/Modify







Discontinue

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

**Performance Objective 2:** By May 2024, SSE will ensure that 100% of Emergent Bilingual students make growth in their language proficiency as assessed on TELPAS 2024.





**Evaluation Data Sources:** TELPAS 2024 report

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Emergent bilingual students will utilize K12 Summit twice a week for 20-30 minutes.  <b>Strategy's Expected Result/Impact:</b> Increased student English language acquisition  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ESL Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> SSE will have an ESL Specialist provide targeted language acquisition support during Falcon Time for students in grades K-5.  <b>Strategy's Expected Result/Impact:</b> Increased student English language acquisition  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ESL Specialist</p> <p><b>Title I:</b>                      2.4, 2.5                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math  <b>Funding Sources:</b> ESL Specialist (100%) - 199 State Compensatory Education (SCE)</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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





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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Attendance meetings will be held monthly by the campus leadership team to monitor student attendance, track trends and patterns, and to contact families regarding patterns of truancy.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student attendance</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students will receive monthly and grading period incentives for perfect attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student attendance rate</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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





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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Measurable Results Assessment (MRA) will be given to 3rd, 4th, and 5th grade students, all SSE staff, and families to determine the level of student engagement and campus culture in the spring of 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Lighthouse Coordinators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> SSE will implement Wildly Important Goal (WIG) Wednesday, for school, grade level, and class goals, during the Leadership Block to teach students how to set, track, and celebrate their goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student understanding of goal setting</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Lighthouse Coordinators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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





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

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

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

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





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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> School-wide leadership assemblies will be held throughout the school year and will be student-led. The assemblies will highlight student achievement and student leadership.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement and culture</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Lighthouse Coordinators</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> SSE will create a Student Lighthouse Team made up of student leaders that will meet regularly throughout the school year with a focus on improving leadership, culture, and academics on the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student voice in decision-making</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Lighthouse Coordinators</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

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





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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> SSE students will have opportunities for service learning projects through student clubs and the student lighthouse team. <b>Strategy's Expected Result/Impact:</b> Increased student participation in service learning <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Lighthouse Coordinators	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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

**Performance Objective 1:** SSE will actively recruit qualified and passionate individuals to serve students throughout the 2023-2024 school year to fill vacancies and prepare for the 2024-2025 school year.





**Evaluation Data Sources:** Staffing reports

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

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

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





**Evaluation Data Sources:** Teacher attrition data

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

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

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





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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teaching staff will receive professional development in the PLC model throughout the school year. <b>Strategy's Expected Result/Impact:</b> Increased understanding of effective PLCs and implementation of effective strategies <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> All classroom teachers will attend Solution Tree's Professional Learning Communities: At Work conference. <b>Strategy's Expected Result/Impact:</b> Increased understanding of effective PLCs <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 3:** SSE administrators will ensure professional growth of the teaching staff through the use of formal observations and classroom walkthroughs.





**Evaluation Data Sources:** Classroom walkthrough data, T-TESS observation data, and T-TESS goal setting evidence

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> SSE campus administrators will complete classroom walkthroughs each week and utilize the data to provide individual feedback and coaching to teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in teacher capacity and retention</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> SSE campus administrators will complete T-TESS formal observations and utilize the observation data to coach teachers on an area of refinement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in teacher capacity and retention</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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





**Evaluation Data Sources:** Staff meeting agendas, Staff feedback, MRA survey results

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The Campus Education Improvement Committee will meet throughout the year to review the campus improvement plan and evaluate progress toward campus goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in staff engagement and culture</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Campus administrators will provide opportunities during staff meetings and through surveys for staff to provide feedback with a focus on continuous improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased opportunities for staff voice</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> SSE staff will complete an Upbeat Survey in the Fall and Spring of the 2023-2024 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Feedback will be used to gauge the organizational health of the campus and work towards continuous improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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





**Evaluation Data Sources:** MRA survey results, Staff calendar of events, Staff meeting agendas

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Falcon First moments will be shared at the start of meetings. <b>Strategy's Expected Result/Impact:</b> Increased staff morale <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> SSE staff will make Emotional Bank Account (EBA) deposits in the form of affirmations to staff members throughout the school year. <b>Strategy's Expected Result/Impact:</b> Increased staff morale <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Lighthouse Coordinators	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

**Performance Objective 1:** SSE will increase opportunities for parent/community communication during the 2023-2024 school year.

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





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> SSE will maintain a current webpage and online events calendar that communicates accurate campus information, as well as upcoming campus events.  <b>Strategy's Expected Result/Impact:</b> Increased parent/community communication  <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> SSE will create and share bi-monthly campus newsletters to families via the Blackboard messaging system (both in English and Spanish) by email and text.  <b>Strategy's Expected Result/Impact:</b> Increased campus communication to families  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> All SSE homeroom teachers will contact families within the first two weeks of school.  <b>Strategy's Expected Result/Impact:</b> Increased campus communication to families  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> SSE will utilize social media (X (formerly Twitter) and Facebook) to provide up-to-date communication, including campus events, and showcase student learning.  <b>Strategy's Expected Result/Impact:</b> Increased campus communication to families and community  <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> SSE will send out Possip Surveys every month to gather feedback/communication from parents.  <b>Strategy's Expected Result/Impact:</b> Increased communication with families  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> SSE will partner with the PTA by having 100% staff PTA membership and communicating campus education initiatives.  <b>Strategy's Expected Result/Impact:</b> Increased parent/community engagement  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> SSE will host a family night in the fall and spring semesters.  <b>Strategy's Expected Result/Impact:</b> Increased parent engagement  <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Title I:</b> 4.2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> SSE will host a Parent 101 night to inform families about Title I and other grade level specific information.  <b>Strategy's Expected Result/Impact:</b> Increased parent engagement, Increased understanding of the Title I requirements  <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Each grade level will host an open house night and musical performance for families to attend.  <b>Strategy's Expected Result/Impact:</b> Increased parent/community engagement  <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> The WATCH D.O.G.S. program will be implemented during the 2023-2024 school year.  <b>Strategy's Expected Result/Impact:</b> Increased male presence on campus, Increased parent engagement  <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>

Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> SSE will partner with the Lake Cities Fire Department during the month of October for Fire Prevention/Safety Month. <b>Strategy's Expected Result/Impact:</b> Increased community engagement, Increased fire safety awareness for students <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> SSE will partner with the Rotary Club during the 2023-2024 school year. <b>Strategy's Expected Result/Impact:</b> Increased community engagement <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 1:** SSE will ensure a financially responsible budget is followed.





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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop campus budget and monitor expenditures throughout the school year. <b>Strategy's Expected Result/Impact:</b> To ensure efficient and effective use of funds <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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

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





**Evaluation Data Sources:** School Dude reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Staff will utilize School Dude for all maintenance, facility, and custodial requests. <b>Strategy's Expected Result/Impact:</b> Efficient response times and increased responsiveness <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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

**Performance Objective 1:** SSE will increase the physical security of the campus during the 2023-2024 school year.





**Evaluation Data Sources:** Expenditure report, Campus Door Log

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

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

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

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> All staff will receive annual training on the Emergency Response Protocols. <b>Strategy's Expected Result/Impact:</b> Increased understanding of safety and security protocols <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Maintain a Behavioral Threat Assessment Team that is current on required trainings. <b>Strategy's Expected Result/Impact:</b> Increased understanding of safety and security protocols <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Maintain a safety response team to address safety concerns in response to the anonymous reporting system, Say Something. <b>Strategy's Expected Result/Impact:</b> Increased understanding of safety and security protocols <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Counselor	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> SSE will train all staff and utilize Raptor for visitors to sign in, as well as for safety drills throughout the school year. <b>Strategy's Expected Result/Impact:</b> Increase safety on campus <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

# 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

<b>199 State Compensatory Education (SCE)</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Reading Specialist (100%)		\$0.00
1	1	7	RtI Specialist (50%)		\$0.00
1	1	8	Dyslexia Teacher (25%)		\$0.00
1	1	8	Dyslexia Teacher (25%)		\$0.00
1	1	10	Summer School		\$0.00
1	2	2	ESL Specialist (100%)		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>211 - Title I, Part A</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Title I Educational Aide (100%)		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>199- State Pre-K</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Pre-Kindergarten Aide (50%)		\$0.00
1	1	9	Pre-Kindergarten Teacher (50%)		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>199- Early Education Allotment</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Pre-Kindergarten Aide (50%)		\$0.00
1	1	9	Pre-Kindergarten Teacher (100%)		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>



STUDENT SUCCESS



PARENT & FAMILY/  
COMMUNITY SUPPORT



FACULTY & STAFF  
ENGAGEMENT



EFFICIENT OPERATIONS



# Fentanyl-Related Legislation

**Presenter:** Karla Landrum, Executive Director of HR

**Event:** LDISD Regular Board Meeting

**Date:** October 9, 2023



# Recent Legislation

- The 88th Texas Legislature passed legislation related to fentanyl awareness and education that will impact school health policies and health education beginning with the 2023-2024 school year.
- We anticipate a new TASB policy guide and update for policy FFAC in mid-October



STUDENT SUCCESS



PARENT & FAMILY/  
COMMUNITY SUPPORT



FACULTY & STAFF  
ENGAGEMENT



EFFICIENT OPERATIONS



# HB 3144

- Establishes the month of October as *Fentanyl Poisoning Awareness Month* to increase awareness of the dangers of fentanyl and potential overdoses.
- To help school systems plan and prepare to spread awareness during the month of October, the *Fentanyl Response Communications Toolkit* resources have been updated to support fentanyl poisoning awareness month.



STUDENT SUCCESS



PARENT & FAMILY/  
COMMUNITY SUPPORT



FACULTY & STAFF  
ENGAGEMENT



EFFICIENT OPERATIONS





STUDENT SUCCESS



PARENT & FAMILY/  
COMMUNITY SUPPORT



FACULTY & STAFF  
ENGAGEMENT



EFFICIENT OPERATIONS



# HB 3908

- Adds to the duties of school health advisory council (SHAC) the requirement to recommend to the local board of trustees the appropriate grade levels and curriculum for instruction in the dangers of opioids, including addiction to and abuse of synthetic opioids such as fentanyl.
- Also adds new TEC,38.040, which requires school districts to annually provide to students in grades 6-12 research-based instruction on fentanyl abuse prevention and drug poisoning awareness.
- Lastly, HB 3908 permits a school district to satisfy a requirement to implement a program in substance abuse prevention and intervention by providing instruction related to youth substance use and abuse education under the new *Fentanyl Prevention and Drug Poisoning Awareness Education* requirement provided by TEC, 38.040



# SB 629

## Purpose of SB 629:

- To support efforts to prevent or reduce deaths from opioid overdoses or other opioid-related harms, including through increasing availability or distribution of naloxone or other opioid antagonists.



STUDENT SUCCESS



PARENT & FAMILY/  
COMMUNITY SUPPORT



FACULTY & STAFF  
ENGAGEMENT



EFFICIENT OPERATIONS





STUDENT SUCCESS



PARENT & FAMILY/  
COMMUNITY SUPPORT



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# Naloxone

- Naloxone is a rapid responding medication known as an opioid antagonist.
- Naloxone is used to reverse opioid overdoses.
- It is often referred to as Narcan, a brand name of the medication.



# Highlights of SB 629

## Sec. 38.222. MAINTENANCE, ADMINISTRATION, AND DISPOSAL OF OPIOID ANTAGONISTS.

- (a) Each school district shall adopt and implement a policy regarding the maintenance, administration, and disposal of opioid antagonists at each campus in the district that serves students in grades 6 through 12 and may adopt and implement such a policy at each campus in the district, including campuses serving students in a grade level below grade 6.



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# Highlights of SB 629

## Sec. 38.223. REPORT ON ADMINISTERING OPIOID ANTAGONIST.

- Not later than the 10th business day after the date a school personnel member or a school volunteer administers an opioid antagonist, the school shall report the information to the school district, the physician who prescribed the opioid antagonist, and the commissioner of state health services.

## Sec. 38.224. TRAINING.

- Each school district, open-enrollment charter school, and private school that adopts a policy under Section 38.222(a) or (b) is responsible for training school personnel and school volunteers in the administration of an opioid antagonist.



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# Highlights of SB 629

## Sec. 38.225. PRESCRIPTION OF OPIOID ANTAGONISTS.

- A physician or person who has been delegated prescriptive authority may prescribe opioid antagonists in the name of the school district.
- A physician or other person who prescribes opioid antagonists shall provide the school district with a standing order for the administration of an opioid antagonist to a person reasonably believed to be experiencing an opioid-related drug overdose.
- The standing order is not required to be patient-specific, and the opioid antagonist may be administered to a person without a previously established physician-patient relationship.



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# LDISD SHAC Recommendations

## Standing Order

- Dr. Marty Buchanan, Division Manager, Denton County Public Health

## Location of Opioid Antagonist Units

- Every Instructional Campus including DAEP
- Nurse's office
- Principal's office
- Assistant Principal's office
- Athletic Trainer's office and mobile unit
- Every AED box on the campuses



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# LDISD SHAC Recommendations

- Maintained annually on the same schedule as AEDs
- Annual training with designated staff provided by district RNs
- No cost to the district through the Texas Targeted Opioid Response (TTOR) project (providing 24 packs with 2 single dose units at a time)



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Any Questions?





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# SPECIAL LEGISLATIVE SESSION

**Presenter:** Dr. Kristin N. Brown

**Event:** October Regular Board Meeting

**Date:** October 9, 2023





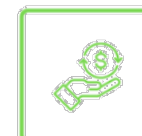
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## PROCLAMATION

BY THE  
Governor of the State of Texas

TO ALL TO WHOM THESE PRESENTS SHALL COME:

I, GREG ABBOTT, Governor of the State of Texas, by the authority vested in me by Article III, Sections 5 and 40, and Article IV, Section 8 of the Texas Constitution, do hereby call extraordinary session #3 of the 88th Legislature, to convene in the City of Austin, commencing at 1 p.m. on Monday, October 9, 2023, for the following purposes:

To consider and act upon the following:

Legislation providing education savings accounts for all Texas schoolchildren.

Legislation to do more to reduce illegal immigration by creating a criminal offense for illegal entry into this state from a foreign nation and authorizing all licensed peace officers to remove illegal immigrants from Texas.

Legislation to impede illegal entry into Texas by increasing the penalties for certain criminal conduct involving the smuggling of persons or the operation of a stash house.

Legislation to impede illegal entry into Texas by providing more funding for the construction, operation, and maintenance of border barrier infrastructure.

Legislation concerning public safety, security, environmental quality, and property ownership in areas like the Colony Ridge development in Liberty County, Texas.

Legislation prohibiting COVID-19 vaccine mandates by private employers.


The Secretary of State will take notice of this action and will notify the members of the legislature of my action.



IN TESTIMONY WHEREOF, I have hereunto signed my name and have officially caused the Seal of State to be affixed at my office in the City of Austin, Texas, this the 5th day of October, 2023.

  
GREG ABBOTT  
Governor

Attested by:

  
JANE NELSON  
Secretary of State

FILED IN THE OFFICE OF THE  
SECRETARY OF STATE  
2:30pm O'CLOCK  
OCT 05 2023

## EDUCATION

- Provide education savings accounts for all Texas schoolchildren.
- No Consideration for Teacher or Staff Pay Raises
- No Consideration for Additional Funding for Public Schools



# Education Savings Accounts ARE Vouchers

- Academic Accountability – None
  - Financial Accountability – None
  - Tax Payer Accountability – None
- State Assessments
  - Special Education and 504
  - Bilingual Services
  - College, Career and Military Readiness
  - Chapter 21 Protections
  - Minimum Pay Schedule for Teachers
  - Record Keeping/Reporting
  - Building Facilities/Bonds
  - Parent Rights/Information
  - Selective Enrollment/Withdraw
  - Tuition Rates



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# My Money, My Choice

<u>Comparison of Proposed Levy with Last Year's Levy on Average Residence</u>		
	<u>Last Year</u>	<u>This Year</u>
Average Market Value of Residences	\$361,999	\$425,414
Average Taxable Value of Residences	\$282,427	\$259,093
Last Year's Rate Versus Proposed Rate per \$100 Value	\$1.4429	\$1.2575
Taxes Due on Average Residence	\$4,075.14	\$3,258.09
Increase (Decrease) in Taxes		\$-817.05
<p><b>Under state law, the dollar amount of school taxes imposed on the residence homestead of a person 65 years of age or older or of the surviving spouse of such a person, if the surviving spouse was 55 years of age or older when the person died, may not be increased above the amount paid in the first year after the person turned 65, regardless of changes in tax rate or property value.</b></p>		

Average Taxes for LDISD	\$3,258.09
Voucher/ESA Amount	\$8,000.00
Difference	\$4,741.91 (One Child)
	\$12,741.91 (Two Children)

My Money, My Choice Becomes Your Money, My Choice

# IMPACT ON TAXPAYERS

- Less local control of Community Schools
- Lower Public School Enrollment – More Recapture
- Loss of Public Funds on Facilities



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# WHAT NEEDS TO HAPPEN

- Call Representatives
- Visit Representatives
- Email Representatives
- Tweet, Post, Share





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Any Questions?





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# LAKE DALLAS

Independent School District



# Minutes of Regular Board Meeting

## The Board of Trustees

### Lake Dallas Independent School District

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A Regular Meeting of the Board of Trustees of Lake Dallas Independent School District was held Monday, September 18, 2023, beginning at 5:30 PM at 104 Swisher Rd., Lake Dallas, TX 75065.

PRESENT: President Lance Stacy, Vice President Ginger Collier, Secretary Mark Tucker, Trustees Scott Baird, Alicia McKinley, Bruce Smith, Aaron Appleby and Superintendent Dr. Kristin N. Brown

1. **Call to Order, Roll Call, and Establishment of Quorum – 5:30 PM**
2. **Moment of Silence and Pledges of Allegiance**

President Lance Stacy led the moment of silence, and the pledges of allegiance were led by Karla Landrum, Executive Director of Human Resources.
3. **Student/Staff Recognitions**
  - A. **Student Success:** LDE Purple Star Campus Designation  
Kerri Blevins, Lake Dallas Elementary principal, recognized her campus as one of only 150 campuses across the state recently awarded the Purple Star Campus designation from the Texas Education Agency.
  - B. **Faculty & Staff Engagements:** Teachers & Employees of the Month  
Fifteen LDISD staff members were recognized as a September teacher or employee of the month. A slideshow featuring each of the following staff members was shown during Executive session.
    - September Teachers of the Month**
      - Rebekah Wilson, CE
      - Fidel Villalpando, LDE
      - Kindra Keim, SSE
      - Cari Houser, LDMS
      - Steven Bell, LDHS
    - September Employees of the Month**
      - LaTonne Leftwich, CE
      - Haley Gomez, LDE
      - Kelsey Gonzalez, SSE
      - Nadia Sweetland, LDMS
      - Lydia Leblanc, LDHS
      - Tammy Burwell, Childcare
      - Lidia Barazza, Child Nutrition
      - John Hedrick, Transportation
      - Saul Rodriguez, Maintenance
      - Mike Dabney, Central Services

**4. Executive Session**

The open session of the meeting adjourned at 5:35 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 6:40 pm.

**5. 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.

**6. CONSENT AGENDA ITEMS**

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

**It was MOVED by Mark Tucker and SECONDED by Bruce Smith to approve the Consent Agenda as presented.**

**A. Consideration/Approval of the Minutes of the August 14, 2023 Board of Trustees REGULAR Meeting**

**B. Consideration/Approval of the Minutes of the August 28, 2023 Board of Trustees SPECIAL Meeting**

**C. Consideration/Approval of Monthly Financial Statements**

**D. Consideration/Approval of T-TESS Appraisers Update**

The T-TESS Appraisers list for 2023-2024 has been updated to include Kelly O'Sullivan.

**E. Consideration/Approval of Professional New Hires**

Barbara Pitt was approved as the Director of Curriculum & Instruction

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

**7. ACTION ITEMS**

**A. Consideration/Approval of District Legislative Priorities for the 88th Texas Legislative Session**

Dr. Brown, Superintendent, presented the Lake Dallas ISD Legislative Priorities for 2023 which include these five priorities:

1. Prioritize student safety by providing districts adequate funding and flexibility to address local needs
2. Protect taxpayer dollars by ensuring the state only funds public schools
3. Make significant investments in public education which reflect the true cost of educating students, and allow districts to increase teacher salaries to recruit and retain highly qualified

educators

4. Focus on recruiting and retaining highly qualified teachers
5. Modernize the state A-F rating system and accelerated instruction requirements to better measure true school success and reflect parent priorities

**It was MOVED by Aaron Appleby and SECONDED by Ginger Collier to approve and adopt the LDISD Legislative Priorities for 2023.**

**MOTION PASSED 7-0.**

**8. INFORMATION ITEMS**

**A. *Parent & Family Support/Community Support:* Strategic Plan Update**

Dr. Brown presented an update on the strategic plan with a focus on the Parent & Family/Community Support priority.

**B. *Upcoming Meetings & Events***

A list of upcoming events for September 18-October 9 were presented to the Board.

**9. FUTURE/DISCUSSION ITEMS**

**A. *Student Success:* District & Campus Improvement Plans**

The District Improvement Plan and the Campus Improvement Plans will be presented to the board at the October Regular Board Meeting.

**B. *Student Success:* Strategic Plan Update**

The Student Success priority will be the subject of the Strategic Plan update at the October Board meeting.

**10. Executive Session**

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

**11. Adjournment**

**The meeting was adjourned at 6:54 pm.**

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Lance Stacy, Board President

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Mark Tucker, Board Secretary