LAKE DALLAS INDEPENDENT SCHOOL DISTRICT
Board of Trustees

**Special Meeting**
Monday, August 31, 2026 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. **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)

4. **Public Comment**

At special Board meetings, public comment shall be limited to items on the agenda posted with notice of the meeting. Individuals who wish to participate during the public comment portion of the meeting shall sign up with the presiding officer or designee before the meeting begins as specified in the Board's procedures on public comment and shall indicate the agenda item or topic on which they wish to address the Board. An individual's comments to the Board shall not exceed three minutes per meeting.

5. **Public Hearing**

5.A. ***Student Success:*** Accelerated Instruction

5.B. ***Efficient Operations:*** 2026-2027 School Year Budget

6. **INFORMATION ITEMS**

6.A. ***Student Success:*** Lake Dallas ISD 2025-2026 Accountability Ratings

6.B. ***Efficient Operations:*** Lake Dallas ISD District and Campus Improvement Plans

7. **CONSENT AGENDA ITEMS**

7.A. **Consideration/Approval of the Minutes of the August 17, 2026, Regular Meeting**

7.B. **Consideration/Approval of Budget Amendment #7**

7.C. **Consideration/Approval of Purchases over $75,000**

7.D. **Consideration/Approval of Lake Dallas ISD District and Campus Improvement Plans**

7.E. **Consideration/Approval of Emergency Operations Plan**

7.F. **Consideration/Approval of Denton Regional Day School Program for the Deaf Shared Services Arrangement Interlocal Agreement and Operational Procedures**

8. **ACTION ITEMS**

8.A. ***Efficient Operations:*** Consideration/Approval of 2026-2027 General Fund, Food Service Fund, Debt Service Fund and Compensatory Education Budgets

8.B. ***Efficient Operations:*** Consideration/Approval of an Ordinance Setting a Tax Rate for Maintenance and Operations and Debt Services for the 2026-2027 School Year

8.C. ***Efficient Operations:*** Consideration/Approval of Administrator Contract

8.D. ***Parent & Family/Community Support:*** Consideration/Approval to Donate the LDISD Board of Trustees $5,000 H-E-B Excellence in Education Finalist Award to Lake Cities Education Foundation

9. **Calendar, Announcements & Information**

9.A. Upcoming Meetings & Events

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

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

11. **Adjournment**

# 5.A.
# *Student Success:*
# Accelerated Instruction

**Presenter:** Dr. Kristin N. Brown, Superintendent
**Event:** LDISD Board of Trustees Meeting
**Date:** August 31, 2026

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# At-Risk Indicators

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

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# Accelerated Instruction in LDISD

- Falcon Time
- Acceleration classes
- Tutorials
- Specialized Programs
- Summer School

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

| | At-Risk | | Not-At Risk | |
|---|---|---|---|---|
| School Year | 2025 | 2026 | 2025 | 2026 |
| Reading | 55% | 59% | 94% | 94% |
| Math | 47% | 42% | 90% | 81% |

*6% overall increase in At-Risk Students earning Meets and 4% overall increase in At-Risk Students earning Masters in Reading

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# At-Risk and Not At Risk EOC Performance

| | At-Risk | | Not-At Risk | |
|---|---|---|---|---|
| School Year | 2025 | 2026 | 2025 | 2026 |
| Algebra I | 58% | 79% | 88% | 99% |
| English I | 57% | 65% | 93% | 98% |
| English II | 58% | 66% | 90% | 97% |

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# 3rd-5th STAAR Accelerated Instruction

| Subject | # Accelerated Instruction | # Achieved Growth Measure |
|---|---|---|
| Reading | 91 | 26 |
| Math | 155 | 47 |

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

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# 6th-8th STAAR Accelerated Instruction

| 6th - 8th STAAR | # Accelerated Instruction | # Achieved Growth Measure |
|---|---|---|
| Reading | 201 | 52 |
| Math | 292 | 102 |

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

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# EOC Accelerated Instruction

| EOC | # Accelerated Instruction | # Achieved Expected Growth |
|---|---|---|
| Algebra I | 21 | 4 |
| English I | 64 | 11 |
| English II | 68 | 17 |

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

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# Next Steps

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

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# Any Questions?

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# 5.B.
# *Efficient Operations:*
# 2026-2027 School Year Budget

**Presenter:** Dr. Kristin N. Brown, Superintendent
**Event:** LDISD Board of Trustees Meeting
**Date:** August 31, 2026

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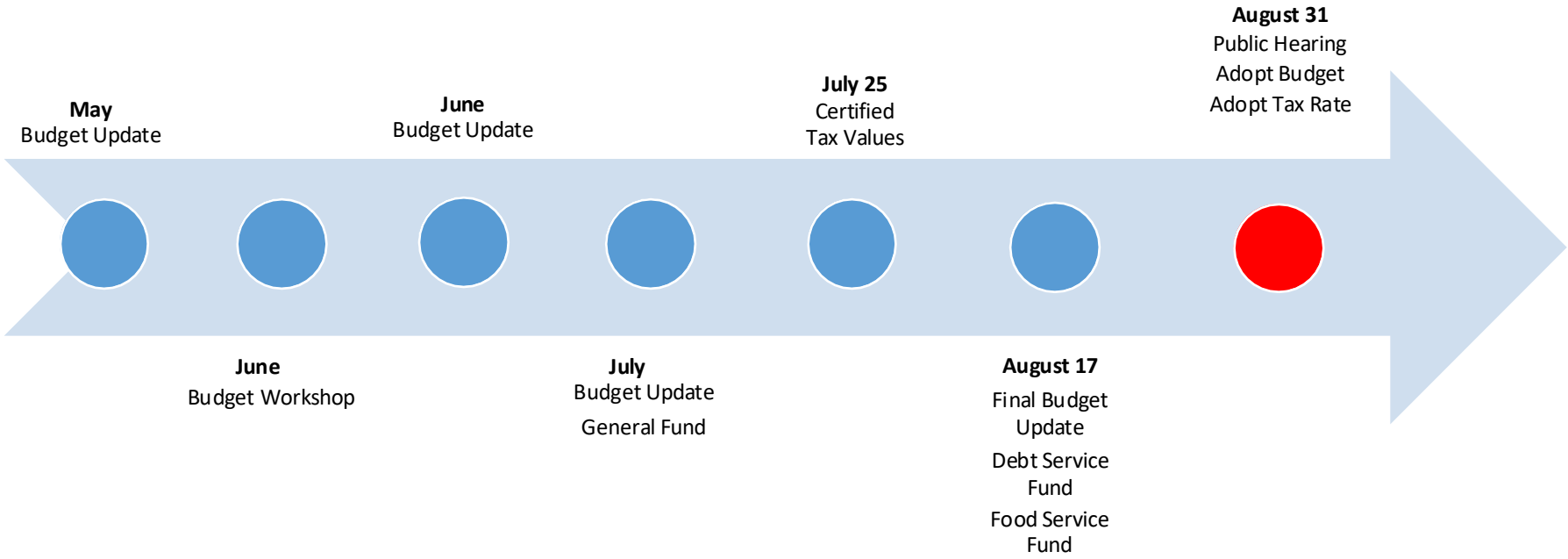
# Budget Calendar

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# Texas School Finance Key Points

Revenue per student is determined by state funding formulas

- Basic allotment:
  - $6,215 per student
  - An increase of $55 per student
  - Approved this past legislative session

TEA calculates the state maximum compressed tax rate (MCR)

Higher property values do not mean more overall General Fund revenue

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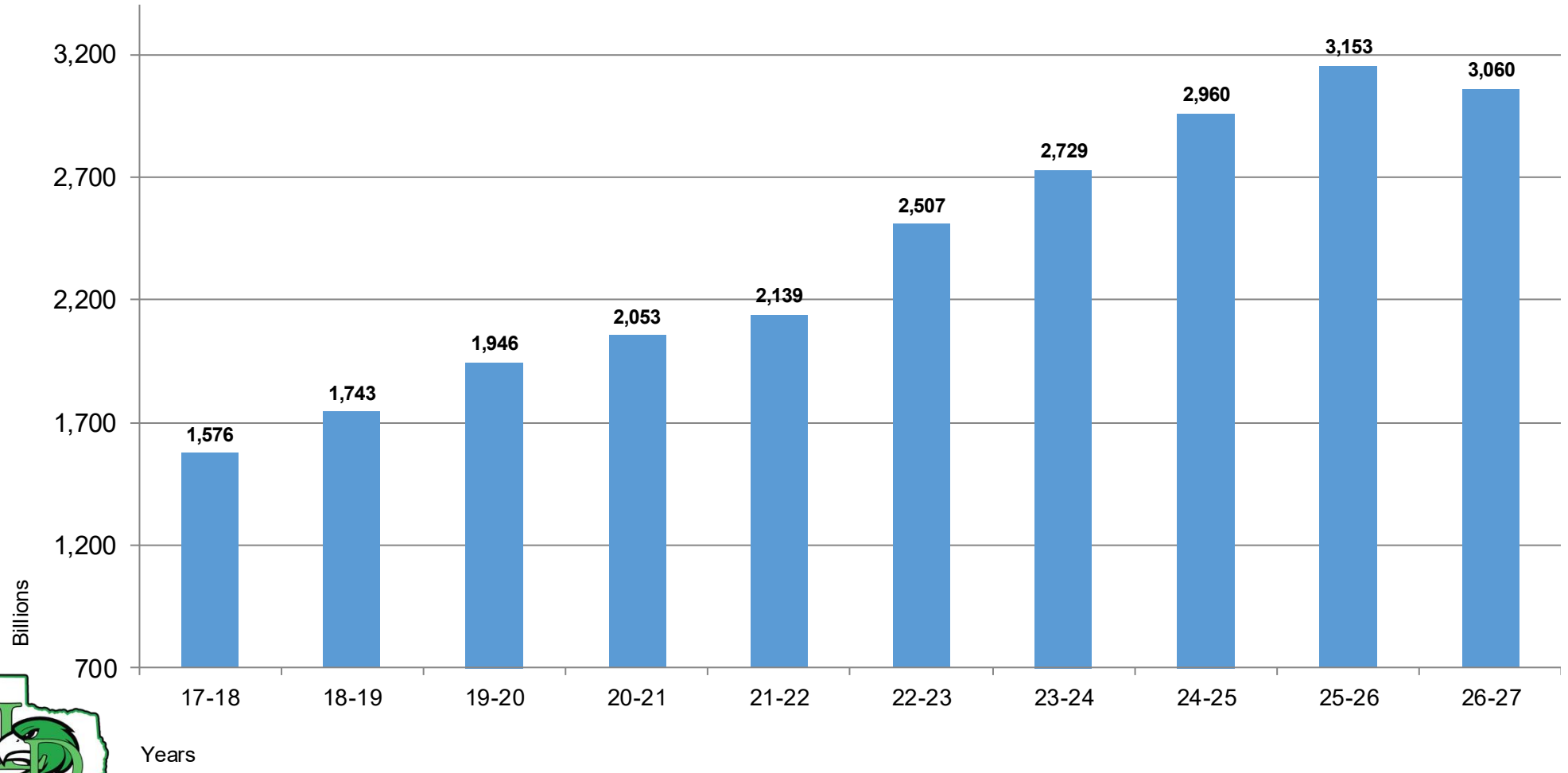
# Taxable Values -Last 10 years

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# GENERAL FUND REVENUE

## Local Revenue

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

## State Revenue

- Available School Fund
- Foundation
- TRS on Behalf

## Federal Revenue

- SHARS
- Federal Impact Aid
- Indirect Costs

| | Adopted 2025-26 Budget | Proposed 2026-27 Budget | Increase (Decrease) | % Increase (Decrease) |
|---|---|---|---|---|
| Local | $24,342,315 | $24,865,799 | $523,484 | 2.15% |
| State | $19,811,938 | $21,245,899 | $1,433,961 | 7.24% |
| Federal | $560,000 | $490,000 | ($70,000) | -12.50% |
| Total | $44,714,253 | $46,601,698 | $1,887,445 | 4.22% |

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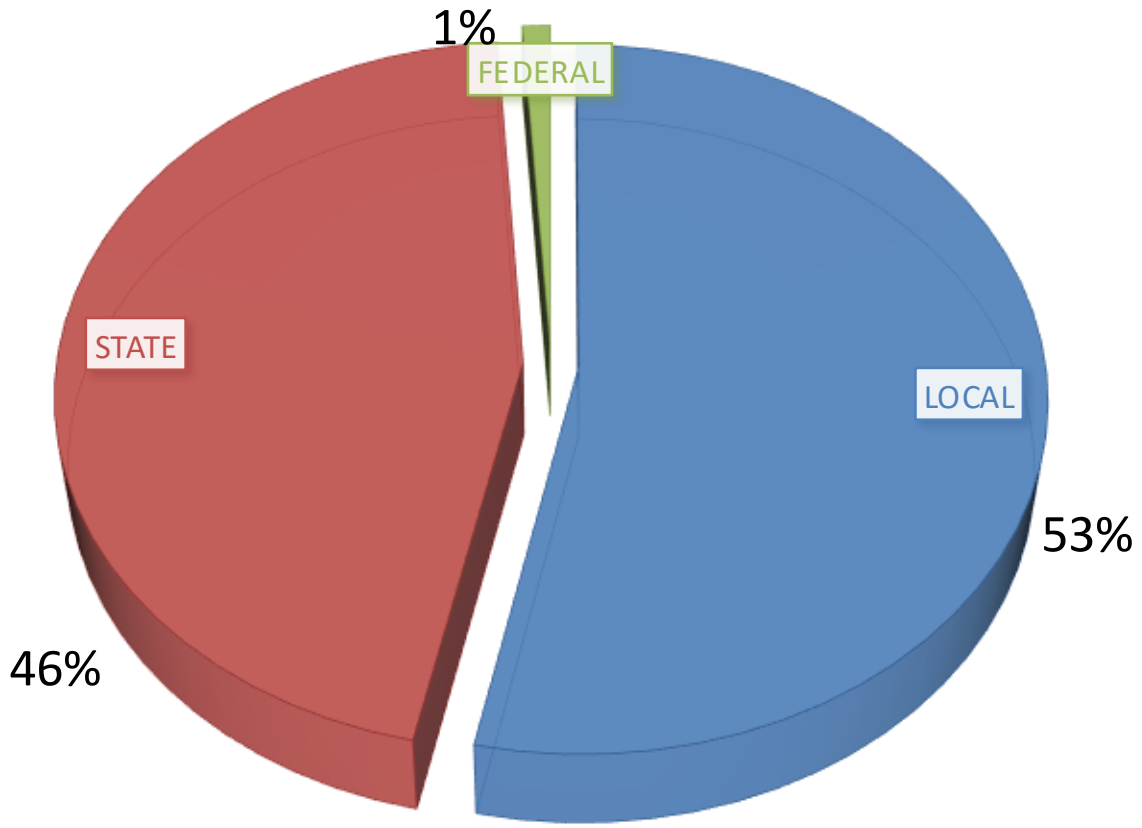
# GENERAL FUND REVENUES

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# GENERAL FUND EXPENDITURES

| Department | 2025-26 | 2026-27 | Increase (Decrease) | % Increase (Decrease) |
|---|---|---|---|---|
| **Instruction** (Library, Curriculum & Staff Development) | 26,895,919 | 28,441,064 | 1,545,145 | 5.74% |
| **Instructional Support** (Instructional &Campus Leadership, Co-Curricular, Counseling, Health Services) | 5,990,928 | 6,251,020 | 260,092 | 4.34% |
| **General Administration** (HR, Business Operations, Central Admin) | 1,821,284 | 2,017,826 | 196,542 | 10.79% |
| **District Operations** (Transportation, Facilities, Utilities, Technology, Security, Insurance) | 9,707,245 | 9,808,646 | 101,401 | 1.04% |
| **Debt Services** (Lease Payment) | 760,430 | 764,000 | 3,570 | 0.47% |
| **Other** (Facilities, Payment to Fiscal Agent and Other Intergovernmental Chargers | 360,900 | 327,000 | (33,900) | -9.39% |
| **Total** | 45,536,706 | 47,609,556 | 2,072,850 | 4.55% |

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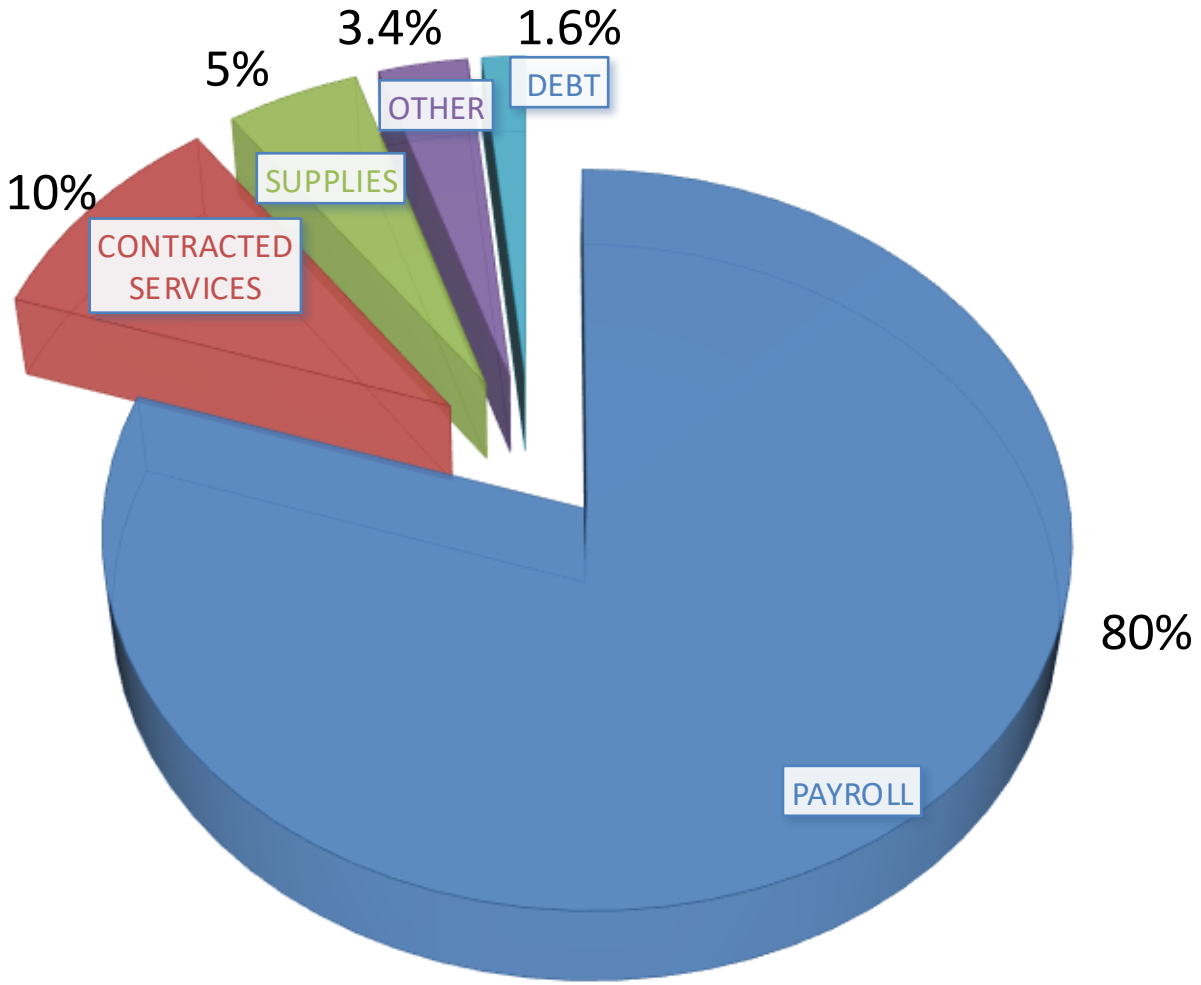
# GENERAL FUND EXPENDITURES

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# General Fund Budget

| | Adopted 2025-26 Budget | Proposed 2026-27 Budget | Increase (Decrease) | % Increase (Decrease) |
|---|---|---|---|---|
| Revenue | $44,715,253 | $46,601,698 | $1,887,445 | 4.22% |
| Expenditure | $45,536,706 | $47,609,556 | $2,072,850 | 4.55% |
| Increase (Decrease) | ($822,453) | ($1,007,858) | | |

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# Child Nutrition Budget

| | Adopted 2025-26 Budget | Proposed 2026-27 Budget | Increase (Decrease) | % Increase (Decrease) |
|---|---|---|---|---|
| Revenue | $2,266,594 | $2,297,708 | $31,114 | 1.37% |
| Expenditure | $2,441,484 | $2,503,201 | $61,717 | 2.53% |
| Increase (Decrease) | ($174,890) | ($205,493) | | |

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# Debt Service Budget

| | Adopted 2025-26 Budget | Proposed 2026-27 Budget | Increase (Decrease) | % Increase (Decrease) |
|---|---|---|---|---|
| Revenue | $18,346,437 | $18,654,396 | $307,959 | 1.68% |
| Expenditure | $18,345,069 | $18,904,256 | $559,187 | 3.05% |
| Increase (Decrease) | $1,368 | ($249,860) | | |

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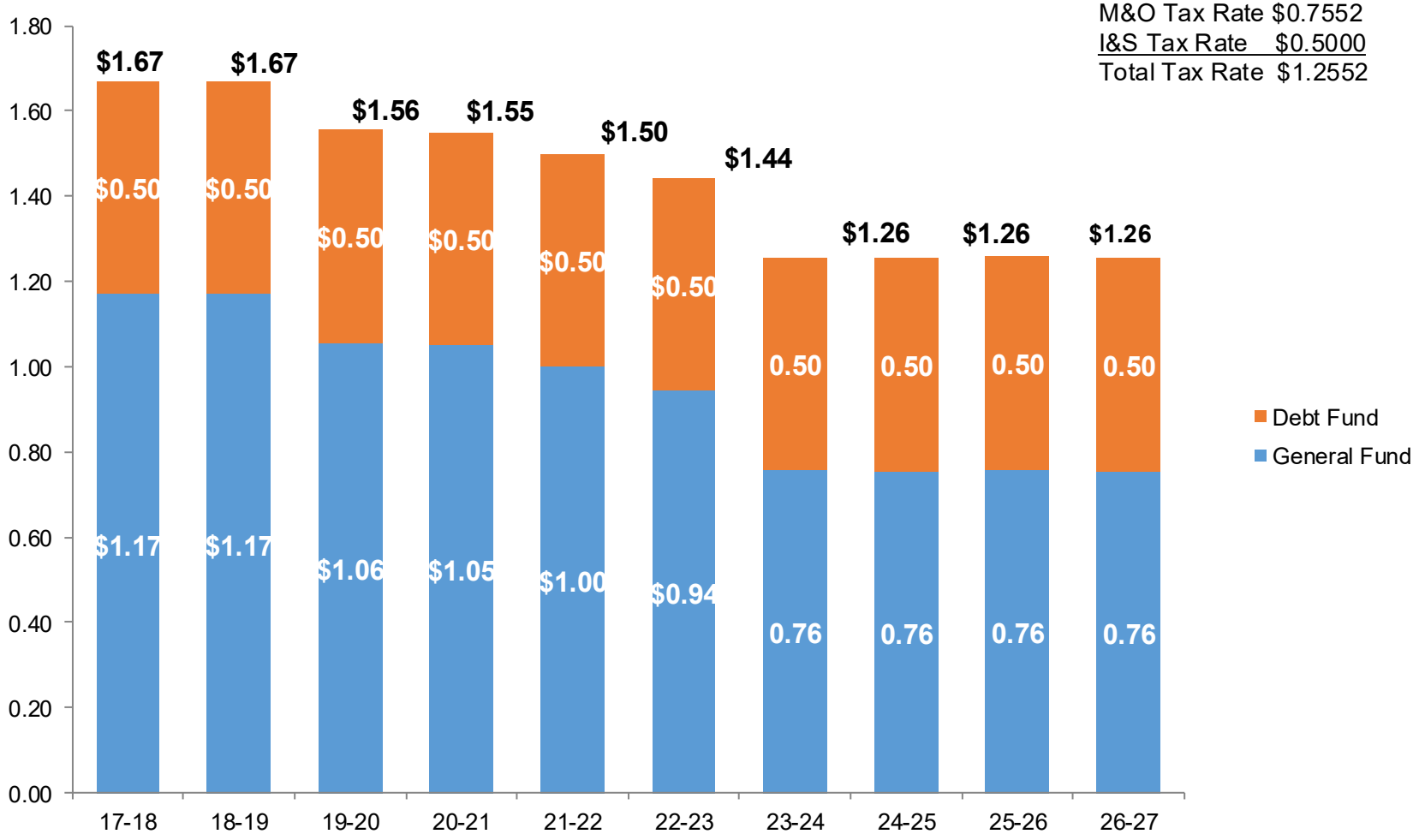
# Tax Rate




Proposed Tax Rate

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

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# PUBLIC BUDGET AND TAX RATE NOTICE

- A notice of the Budget and Proposed Tax Rate Meeting must be published in a daily, weekly, or biweekly newspaper.
- The notice must be published no earlier than the 30th day or later than the 10th day before the hearing date.
- Public Meeting – August 31, 2026
- Proposed Total Tax Rate

| | |
|---|---|
| General Fund Tax Rate | $ .7552 |
| Debt Service Tax Rate: | $ .5000 |
| Total Proposed Tax Rate | $ 1.2552 |

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

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# Any Questions?

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**LAKE DALLAS ISD**
**GENERAL OPERATING (FUND 199)**
**2026-27 PROPOSED BUDGET - REVENUE**

| DESCRIPTION | 2025-2026 Adopted | 2026-2027 Proposed | Difference | % Difference |
|---|---|---|---|---|
| | | | | |
| 5711 - CURRENT YEAR TAXES | 23,438,072 | 23,785,799 | 347,727 | 0.37% |
| 5712 - PRIOR YEAR TAXES | 169,024 | 50,000 | (119,024) | -0.13% |
| 5719 - PENALTIES & INTEREST | 135,219 | 140,000 | 4,781 | 0.01% |
| 5736 - SUMMER SCHOOL TUITION | - | - | - | 0.00% |
| 5737- DRIVERS ED TUITION | - | - | - | 0.00% |
| 5738 - HIGH SCHOOL PARKING FEES | - | - | - | 0.00% |
| 5739 - PREK TUITION | - | - | - | 0.00% |
| 5742 - INTEREST INCOME | 350,000 | 600,000 | 250,000 | 0.27% |
| 5743 - BLDG/FIELD USE FEE | 150,000 | 190,000 | 40,000 | 0.04% |
| 5744 - GIFTS AND BEQUESTS | - | - | - | 0.00% |
| 5749 - MISC. LOCAL REVENUE | - | - | - | 0.00% |
| 5751 - FOOD SERVICE INDIRECT REV | - | - | - | 0.00% |
| 5752 - ATHLETIC RECEIPTS | 100,000 | 100,000 | - | 0.00% |
| 5753 - COMMUNITY ED RECEIPTS | - | - | - | 0.00% |
| 5755 - OTHER ENTERPRISING INCOME | - | - | - | 0.00% |
| 5811 - PER CAPITA REVENUE | 1,625,493 | 2,063,669 | 438,176 | 0.47% |
| 5812 - FOUNDATION REVENUE | 15,669,915 | 16,602,787 | 932,872 | 1.00% |
| 5820 - PRE K FUNDING | - | - | - | 0.00% |
| 5831 - TRS ON-BEHALF PAYMENTS | 2,516,530 | 2,579,443 | 62,913 | 0.07% |
| 5921 - CHILD NUTRITION INDIRECT COSTS | - | - | - | 0.00% |
| 5922 - CHILD NUTRITION INDIRECT COSTS | - | - | - | 0.00% |
| 5929 - FEDERAL INDIRECT REVENUE | 100,000 | 50,000 | (50,000) | -0.05% |
| 5931 - MEDICAID REVENUE | 50,000 | 35,000 | (15,000) | -0.02% |
| 5932 - MAC REVENUE | 10,000 | 5,000 | (5,000) | -0.01% |
| 5941 - IMPACT AID REVENUE | 400,000 | 400,000 | - | 0.00% |
| | | | | |
| TOTALS | **44,714,253** | **46,601,698** | **1,887,445** | 2.03% |

**LAKE DALLAS ISD**
**GENERAL OPERATING (FUND 199) by FUNCTION**
**2026-27 PROPOSED BUDGET**

| Function | 2025-26 Adopted Budget | 2026-27 Proposed | Increase/ Decrease) | % of Budget |
|---|---|---|---|---|
| 11 INSTRUCTION | 25,557,643 | 27,400,185 | 1,842,542 | 57.6% |
| 12 INSTRUCTIONAL RESOURCES & MEDIA | 476,934 | 79,947 | (396,987) | 0.2% |
| 13 CURRICULUM & STAFF DEVELOPMENT | 861,342 | 960,932 | 99,590 | 2.0% |
| 21 INSTRUCTIONAL LEADERSHIP | 691,665 | 742,420 | 50,755 | 1.6% |
| 23 SCHOOL LEADERSHIP | 2,320,726 | 2,284,699 | (36,027) | 4.8% |
| 31 GUIDANCE/COUNSELING | 1,336,939 | 1,461,659 | 124,720 | 3.1% |
| 32 SOCIAL WORK SVCS | 0 | 0 | 0 | 0.0% |
| 33 HEALTH SERVICES | 377,771 | 388,318 | 10,547 | 0.8% |
| 34 TRANSPORTATION | 1,640,212 | 1,462,266 | (177,946) | 3.1% |
| 35 FOOD SERVICE | 0 | 0 | 0 | 0.0% |
| 36 CO-CURRICULAR/EXTRACURRICULAR | 1,263,827 | 1,373,924 | 110,097 | 2.9% |
| 41 GENERAL ADMINISTRATION | 1,821,284 | 2,017,826 | 196,542 | 4.2% |
| 51 PLANT MAINTENANCE | 6,104,540 | 6,310,585 | 206,045 | 13.3% |
| 52 SECURITY & MONITORING SERVICES | 792,935 | 843,378 | 50,443 | 1.8% |
| 53 DATA PROCESSING | 1,169,558 | 1,192,417 | 22,859 | 2.5% |
| 61 COMMUNITY EDUCATION | 0 | 0 | 0 | 0.0% |
| 71 DEBT SERVICE | 760,430 | 764,000 | 3,570 | 1.6% |
| 81 FACILITIES CONSTRUCTION & ACQUISITION | 14,000 | 5,000 | (9,000) | 0.0% |
| 91 CONTRACTED SVCS BETWEEN PUBLIC SCHOOLS | 0 | 0 | 0 | 0.0% |
| 93/95 PAYMENTS TO FISCAL AGENT / SHARED SERV | 6,500 | 37,000 | 30,500 | 0.1% |
| 99 OTHER INTERGOVERNMENTAL CHARGES | 340,400 | 285,000 | (55,400) | 0.6% |
| | 45,536,706 | 47,609,556 | 2,072,850 | 100.0% |

**LAKE DALLAS ISD**

**GENERAL OPERATING (FUND 199) by OBJECT**

**2026-27 PROPOSED BUDGET**

| Object | 2025-26 Adopted Budget | 2026-27 Proposed | Increase/ (Decrease) | % of Budget |
|---|---|---|---|---|
| | | | | |
| 6100 - Salaries & Benefits | 37,200,399 | 38,114,318 | 913,919 | 80.1% |
| 6200 - Contracted Services | 4,008,332 | 4,778,756 | 770,424 | 10.0% |
| 6300 - Supplies & Materials | 1,769,136 | 2,362,023 | 592,887 | 5.0% |
| 6400 - Other Operating | 1,798,409 | 1,590,459 | (207,950) | 3.3% |
| 6500 - Debt Service | 760,430 | 764,000 | 3,570 | 1.6% |
| 6600 - Captial Outlay | 0 | 0 | - | 0.0% |
| | 45,536,706 | 47,609,556 | 2,072,850 | 100.0% |

**LAKE DALLAS ISD**
**DEBT SERVICE FUND (FUND 599)**
**Proposed BUDGET**
**2026-27**

**Debt Service @ $0.500**

| | | | |
|---|---|---|---|
| 8/31/26 FUND BALANCE (Projected) | | 1,978,884 | |
| | | | |
| REVENUE | | | |
| 5711 TAXES, CURRENT | 15,840,396 | | |
| 5712 TAXES, PRIOR YEARS | 12,000 | | |
| 5719 PENALTIES & INTEREST | 65,000 | | |
| 5742 INTEREST INCOME | 300,000 | | |
| 5800 I&S HOLD HARMLESS REVENUE | 2,437,000 | | |
| | | | |
| TOTAL REVENUE | | 18,654,396 | |
| | | | |
| EXPENDITURES | | | |
| FUNCTION 71 | | | |
| 6511 BOND PRINCIPAL | 10,350,990 | | |
| 6521 BOND INTEREST | 8,548,266 | | |
| 6599 OTHER DEBT FEES | 5,000 | | |
| | | | |
| | | | |
| TOTAL EXPENDITURE | | 18,904,256 | |
| | | | |
| NET EFFECT TO FUND BALANCE 8/31/2027 | | -249,860 | |
| | | | |
| PROJECTED FUND BALANCE 8/31/2027 | | 1,729,024 | |

| | | |
|---|---|---|
| ASSUMPTION: | | July 2026 Certified Values |
| | $ 0.5000 | TAX RATE |
| | 99% | COLLECTION RATE |

**LAKE DALLAS ISD**
**CHILD NUTRITION FUND (FUND 240)**
**PROPOSED BUDGET**
**2026-27**

| | | 2026-27 | | |
|---|---|---|---|---|
| REVENUE | | | | |
| 5742 | INTEREST INCOME | 18,176 | | |
| 5751 | LOCAL FOOD SERVICE REVENUE | 650,313 | | |
| 5759 | AFTER SCHOOL SNACK | 31,260 | | |
| 5831 | TRS ON BEHALF | 39,915 | | |
| 5921 | BREAKFAST PROGRAM REVENUE | 353,434 | | |
| 5922 | LUNCH PROGRAM REVENUE | 1,083,386 | | |
| 5923 | USDA DONATED COMMODITIES | 115,157 | | |
| 5939 | SUPPLY CHAIN GRANT - TDA | 6,067 | | |
| | | | | |
| | TOTAL REVENUE | | | 2,297,708 |
| | | | | |
| EXPENDITURES | | | | |
| FUNCTION 35 | | | | |
| 6100 | SALARIES & BENEFITS | 1,056,266 | | |
| 6200 | CONTRACTED SERVICES | 69,515 | | |
| 6300 | SUPPLIES & MATERIALS | 1,373,111 | | |
| 6400 | OTHER OPERATING EXPENSE | 4,309 | | |
| 6400 | UNRESTRICTED INDIRECT | - | | |
| 6600 | CAPITAL OUTLAY | - | | |
| | | | | |
| | TOTAL FUNCTION 35 | | 2,503,201 | |
| | | | | |
| | TOTAL EXPENDITURES | | | 2,503,201 |
| | | | | |
| NET EFFECT TO FUND BALANCE | | | | (205,493) |
| | | | | |
| | | | | |

# 6.A.
# *Student Success:*
# Lake Dallas ISD 2025-2026 Accountability Ratings

**Presenter:** Jennifer Bryant and Dr. Colleen Grindle, Campus Principals
**Event:** LDISD Board of Trustees Meeting
**Date:** August 31, 2026

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PARENT & FAMILY/ COMMUNITY SUPPORT
FACULTY & STAFF ENGAGEMENT
EFFICIENT OPERATIONS

FALCONS first

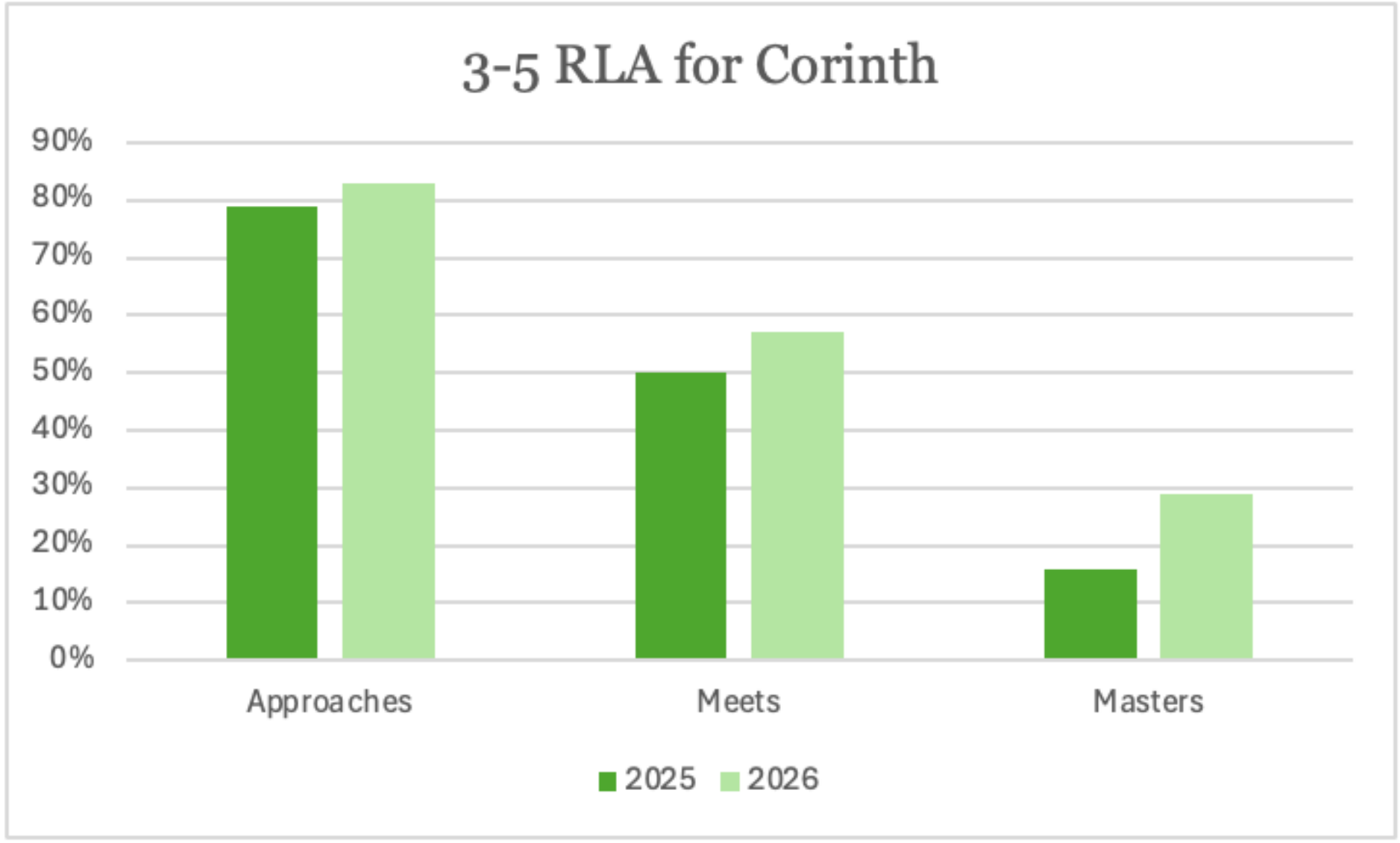
# STAAR / EOC Test Administration

*Spring 2026 • Grades 3–8 and End-of-Course*
*5382 Total Assessments*

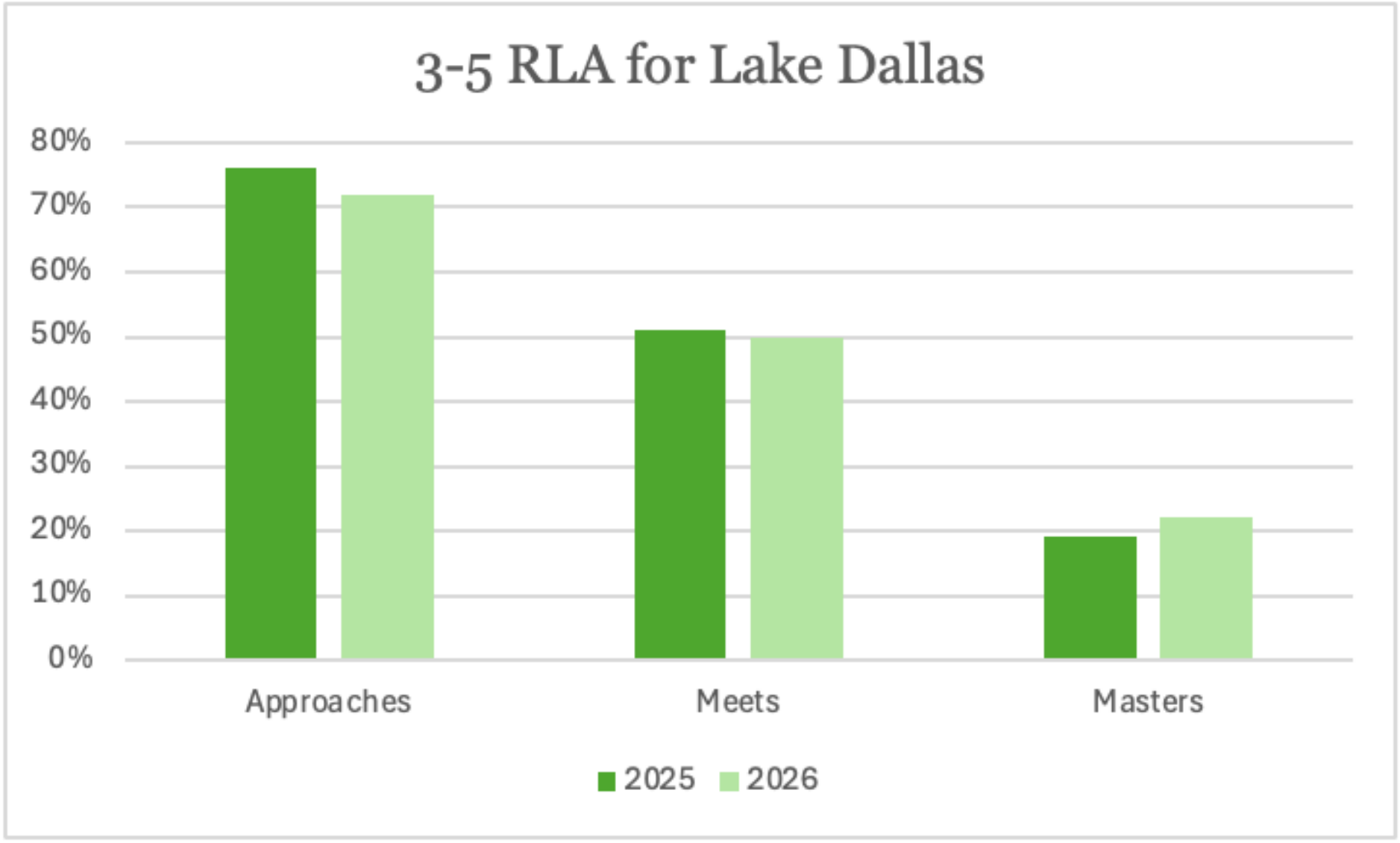
- Math 3–8
- RLA 3–8
- Social Studies 8
- Biology (EOC)
- Algebra I (EOC)
- Science 5 & 8
- English I & II (EOC)
- U.S. History (EOC)

# Lake Dallas ISD Elementary Data

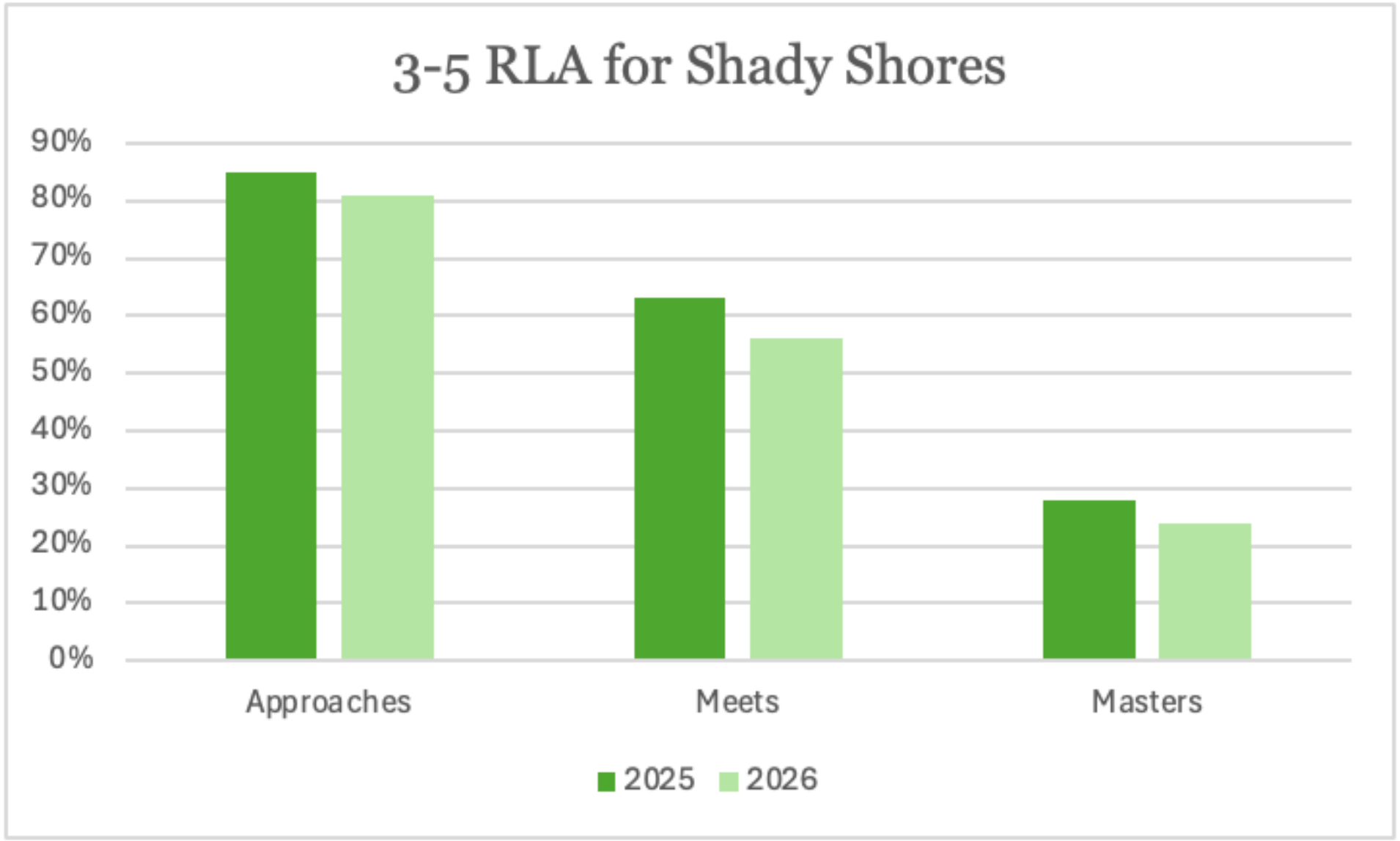
# STAAR Reading — Grades 3–5 by Campus



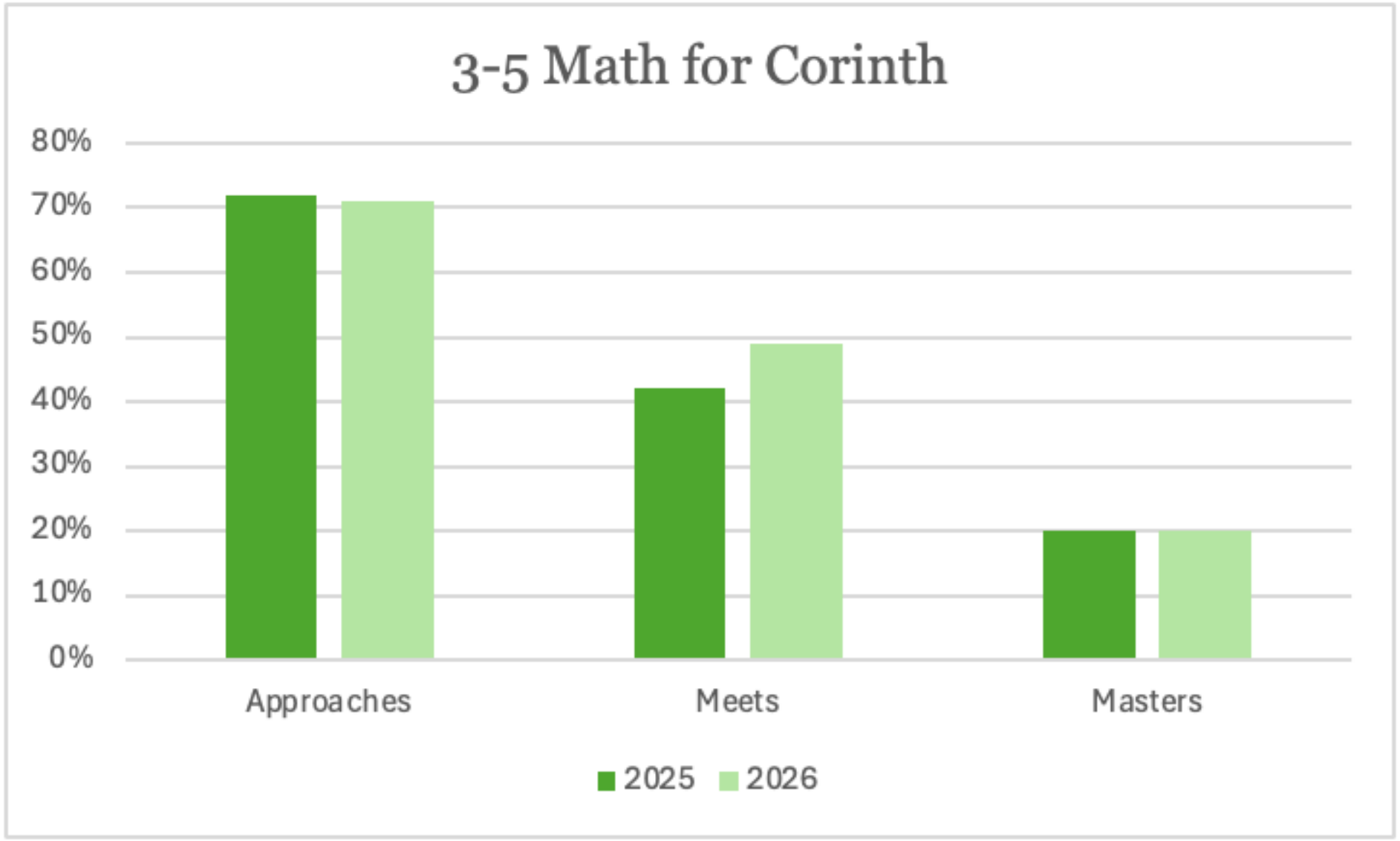
# STAAR Reading — Grades 3–5 by Campus



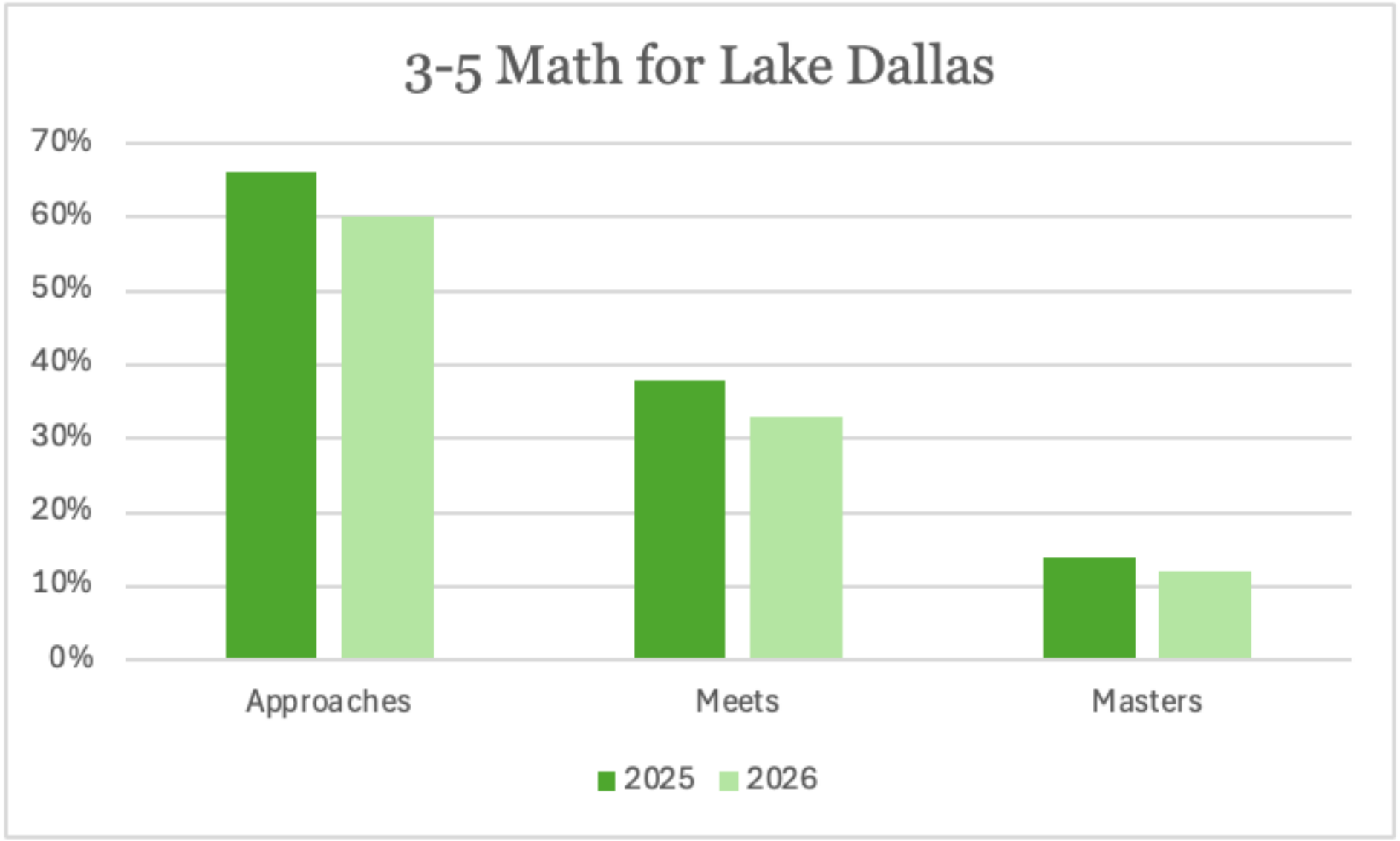
# STAAR Reading — Grades 3–5 by Campus



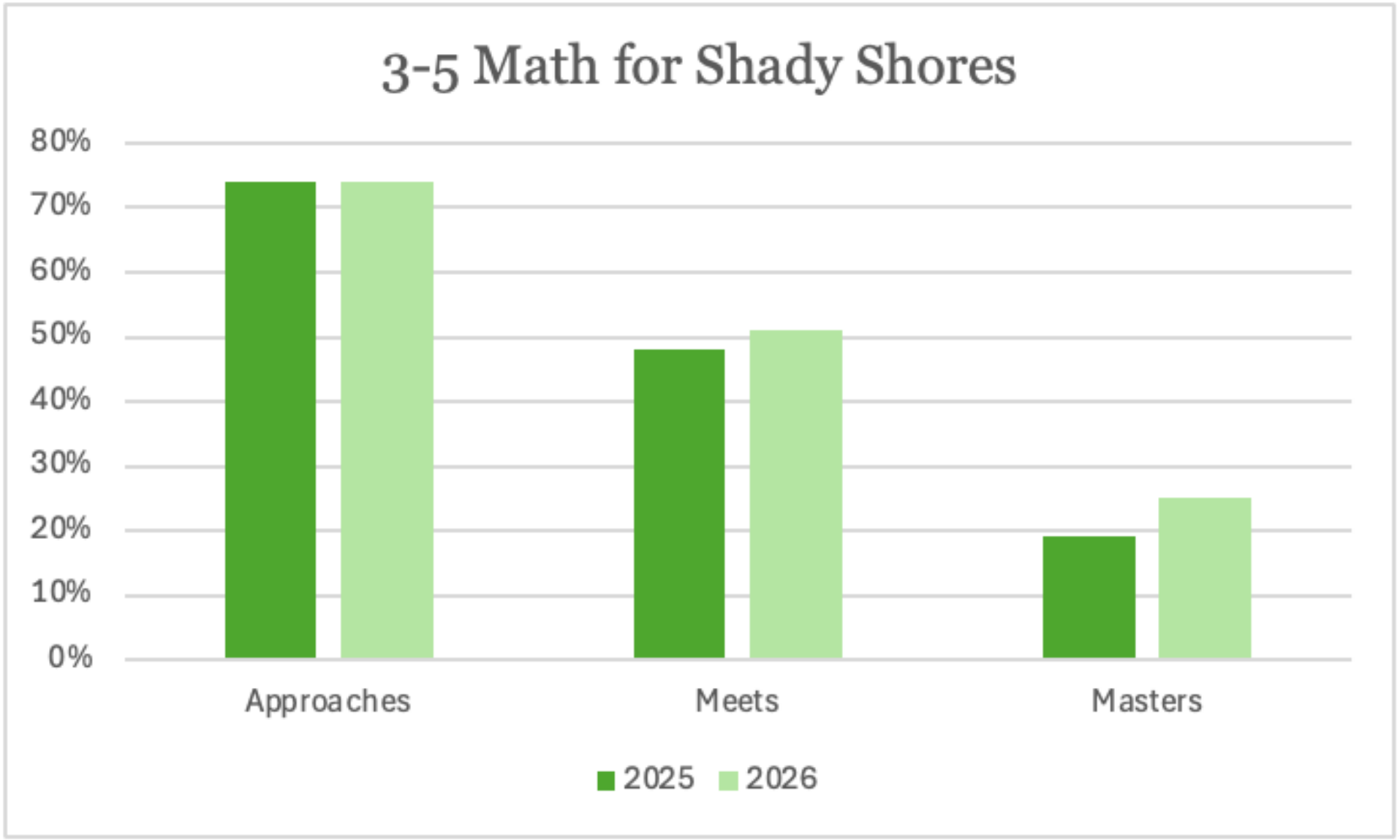
# STAAR Math — Grades 3–5 by Campus



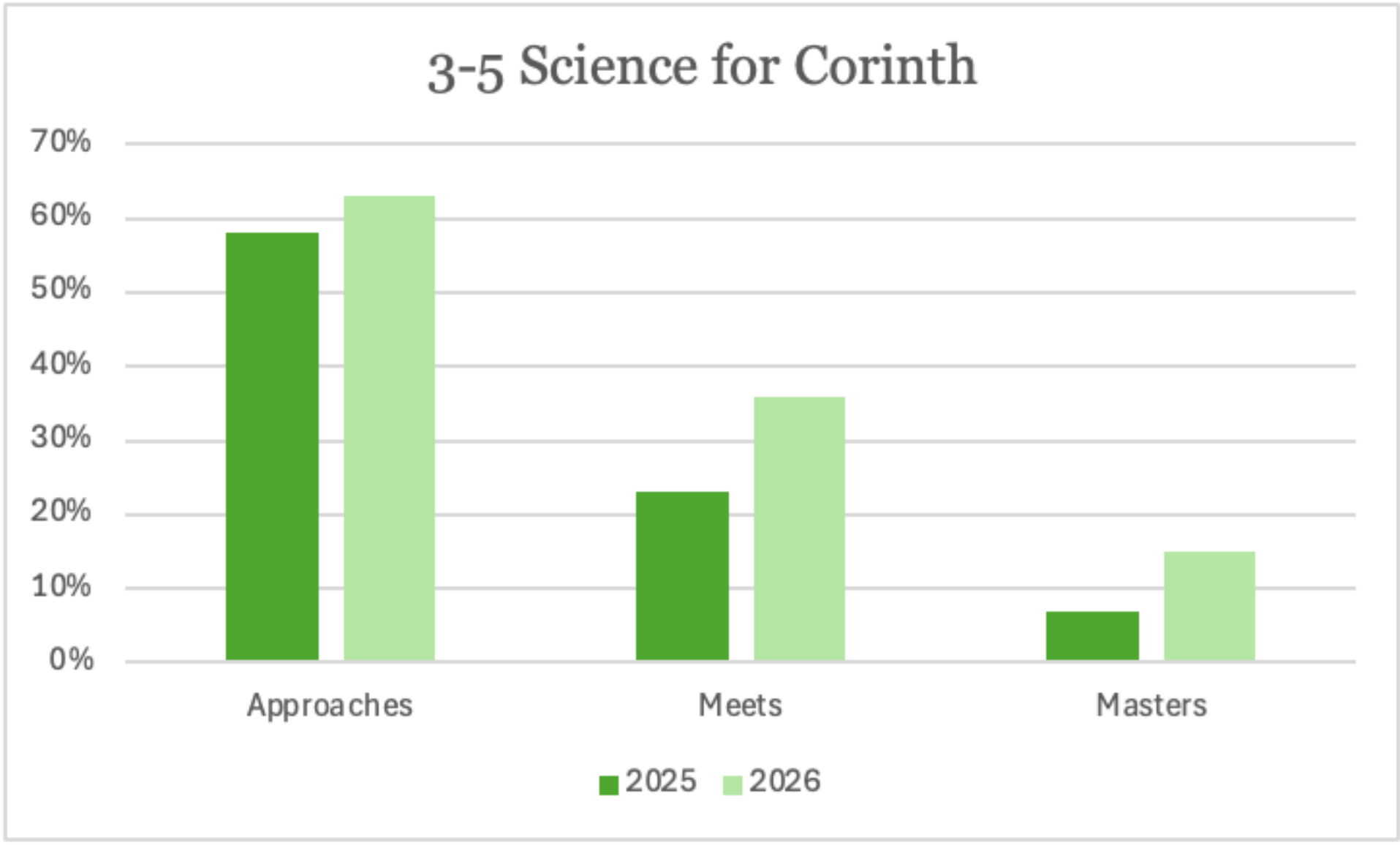
# STAAR Math — Grades 3–5 by Campus



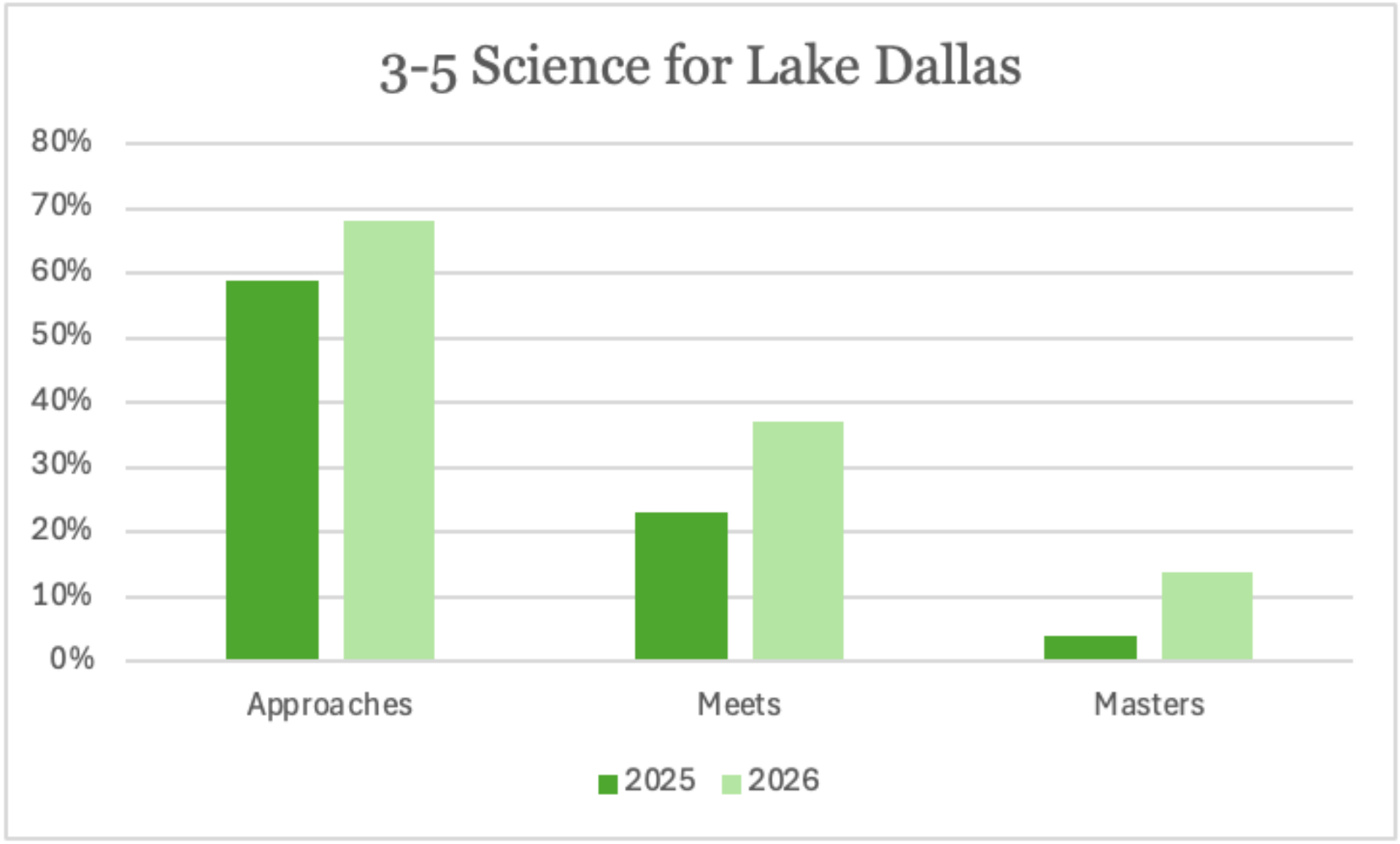
# STAAR Math — Grades 3–5 by Campus



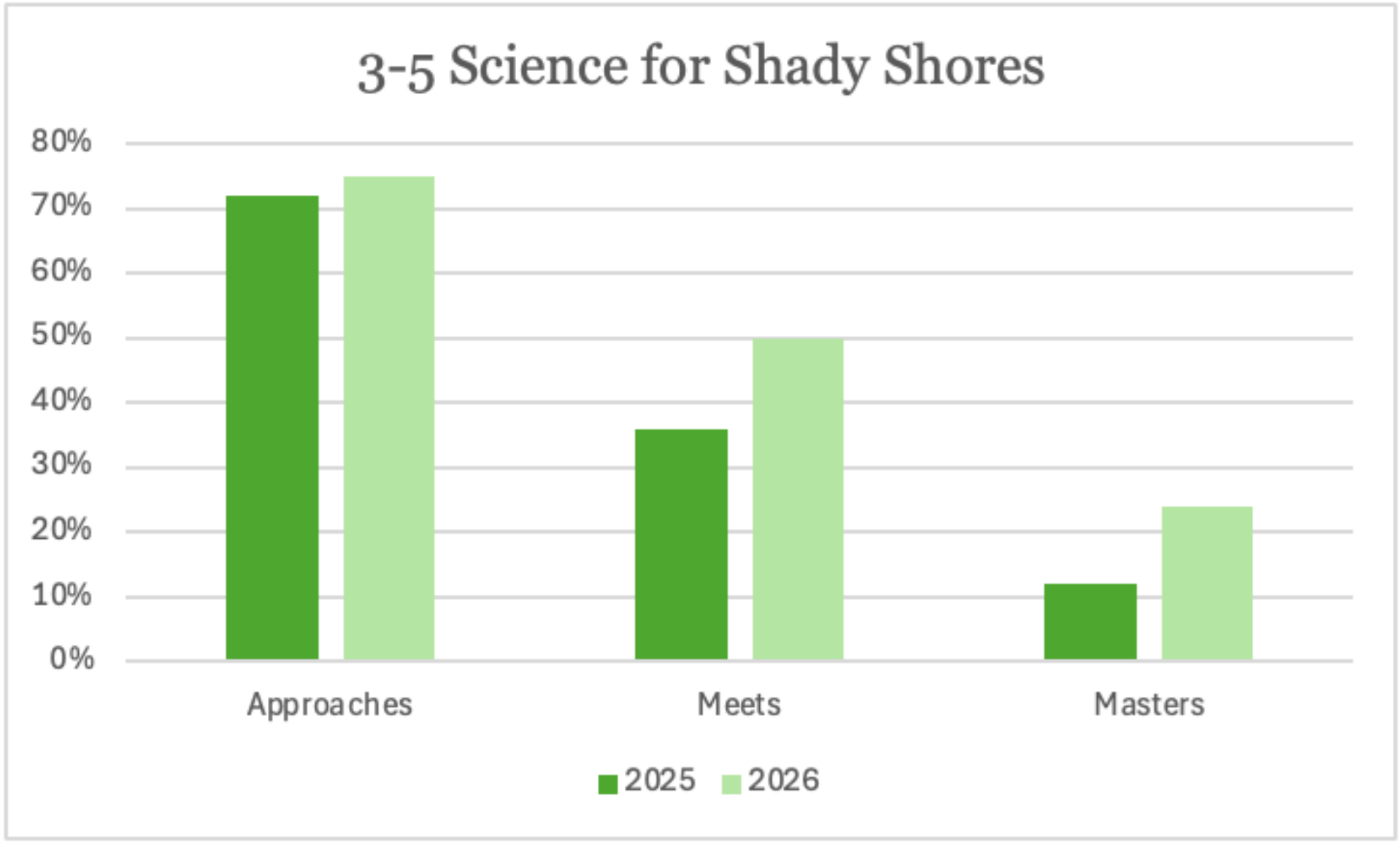
# STAAR Science — Grades 3–5 by Campus



# STAAR Science — Grades 3–5 by Campus



# STAAR Science — Grades 3–5 by Campus



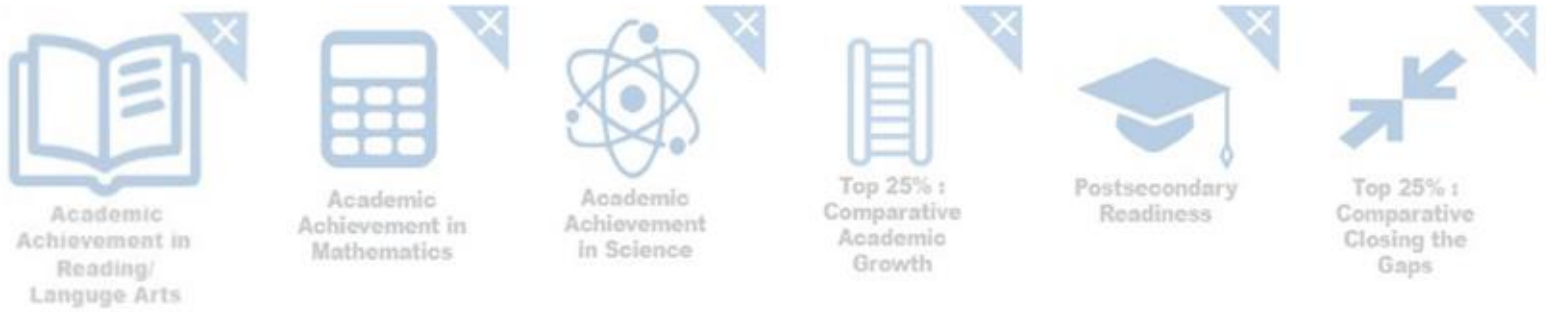
# Corinth

| | Component Score | Scaled Score | Rating | Proportion of Overall Rating |
|---|---|---|---|---|
| **Overall** | | **77** | **C** | |
| **Student Achievement** | | **77** | **C** | **70%** |
| STAAR Performance | 49 | 77 | | |
| College, Career and Military Readiness | | | | |
| Graduation Rate | | | | |
| **School Progress** | | **69** | **D** | **0%** |
| Academic Growth | 62 | 69 | D | ✓ |
| Relative Performance (Eco Dis: 36.5%) | | 63 | D | |
| **Closing the Gaps** | **54** | **77** | **C** | **30%** |

## Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

## Distinction Designations



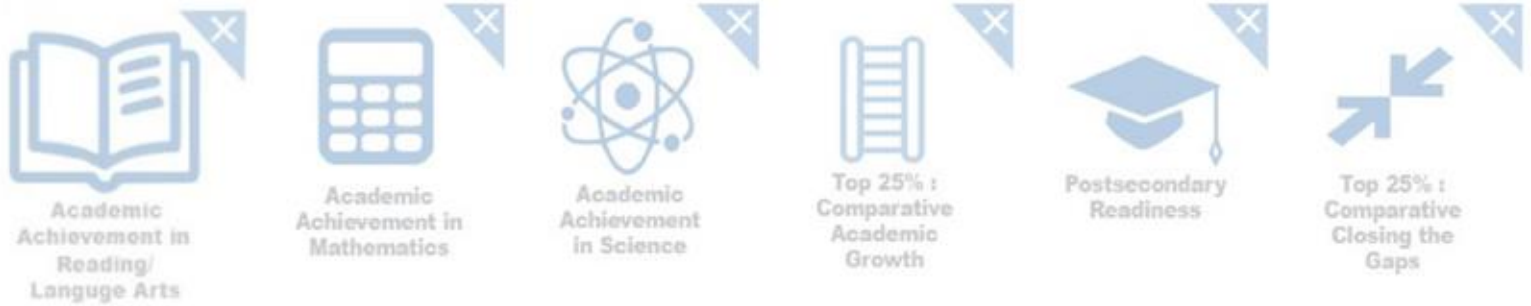
# Lake Dallas

| | Component Score | Scaled Score | Rating | Proportion of Overall Rating |
|---|---|---|---|---|
| **Overall** | | **69** | D | |
| **Student Achievement** | | **70** | C | **70%** |
| STAAR Performance | 41 | 70 | | |
| College, Career and Military Readiness | | | | |
| Graduation Rate | | | | |
| **School Progress** | | **60** | D | **0%** |
| Academic Growth | 56 | 60 | D | ✓ |
| Relative Performance (Eco Dis: 50.4%) | | 59 | F | |
| **Closing the Gaps** | **25** | **66** | D | **30%** |

## Identification of Schools for Improvement

This campus is identified for additional targeted support.

## Distinction Designations



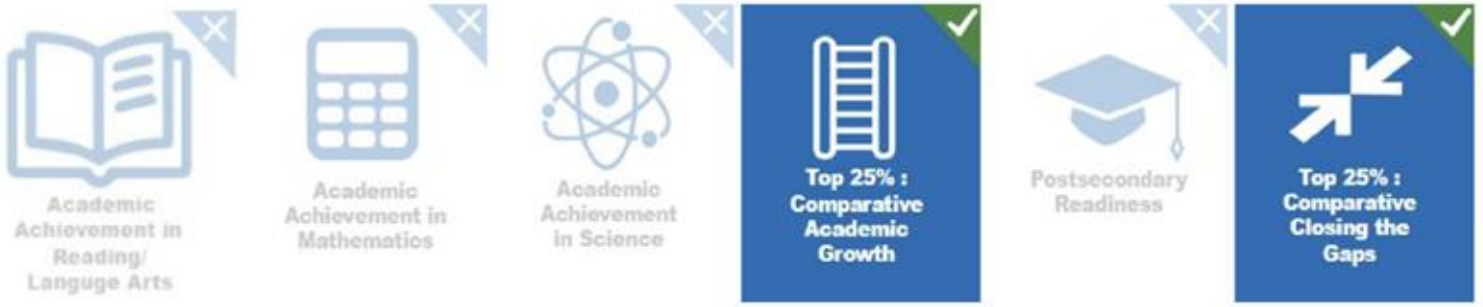
# Shady Shores

| | Component Score | Scaled Score | Rating | Proportion of Overall Rating |
|---|---|---|---|---|
| **Overall** | | **89** | **B** | |
| **Student Achievement** | | **79** | **C** | **0%** |
| STAAR Performance | 52 | 79 | | |
| College, Career and Military Readiness | | | | |
| Graduation Rate | | | | |
| **School Progress** | | **88** | **B** | **70%** |
| Academic Growth | 78 | 88 | B | ✓ |
| Relative Performance (Eco Dis: 34.9%) | | 69 | D | |
| **Closing the Gaps** | **75** | **90** | **A** | **30%** |

## Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

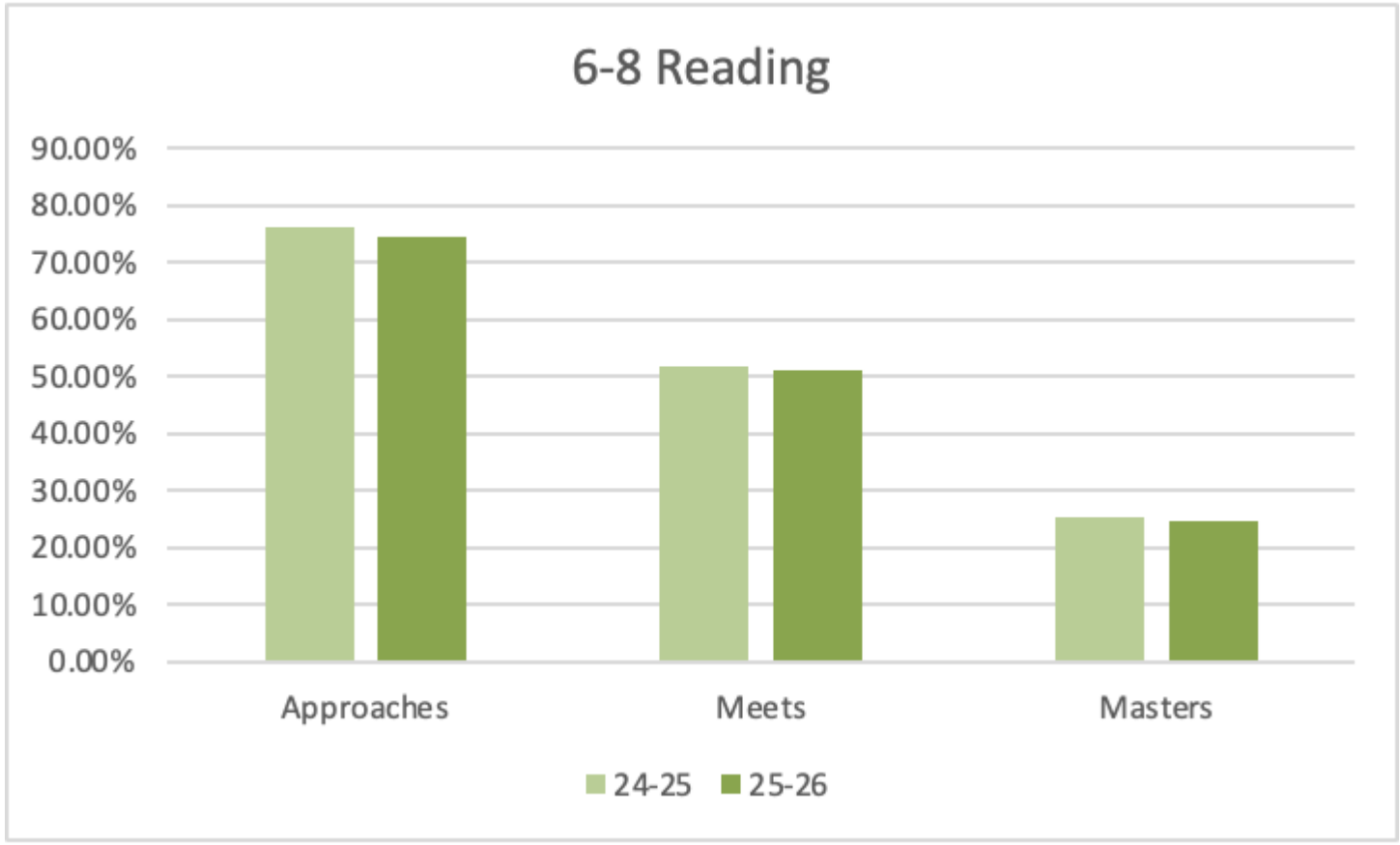
## Distinction Designations



# Lake Dallas ISD Secondary Data

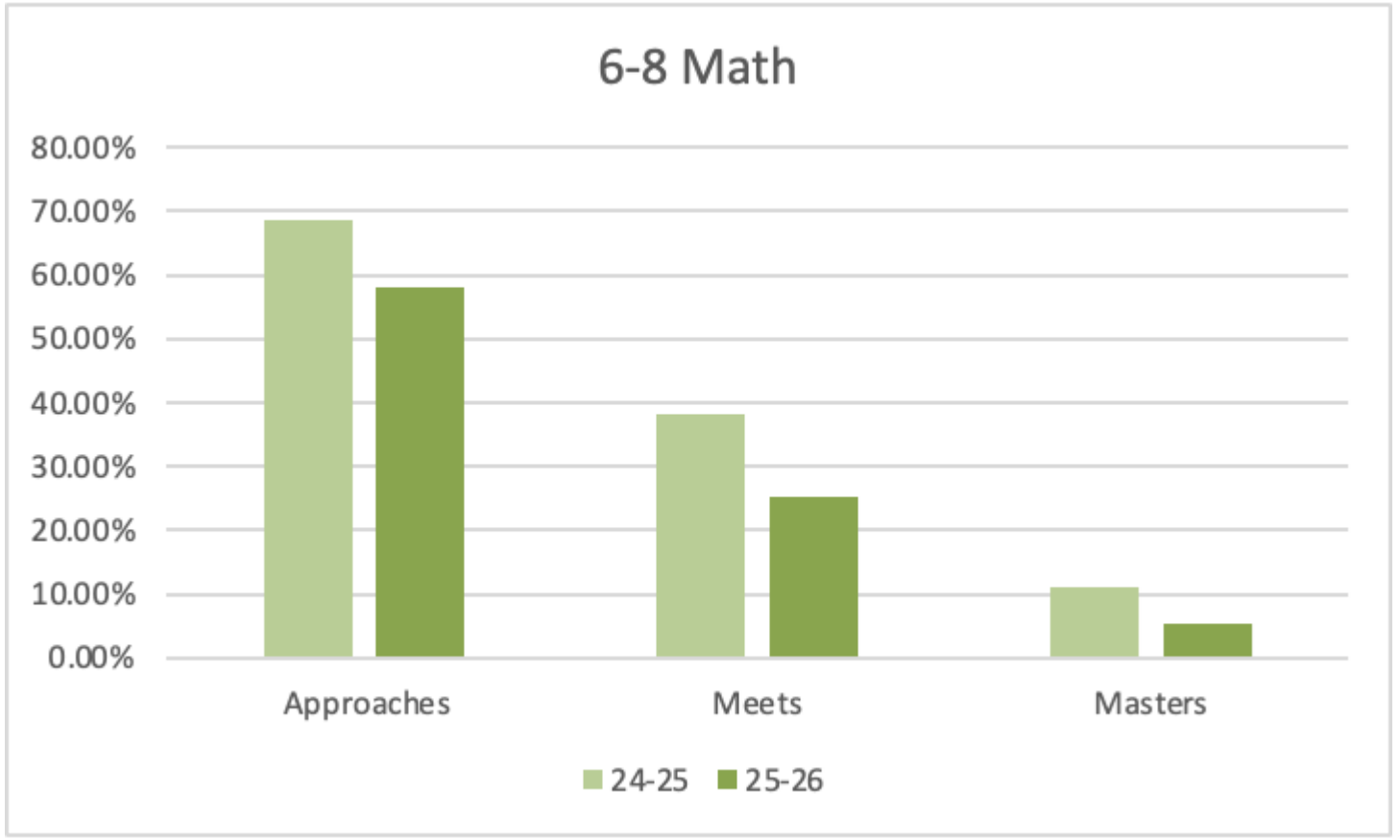
# STAAR Reading — Grades 6–8

*% Approaches Grade Level, Meets Grade Level, and Masters Grade Level*



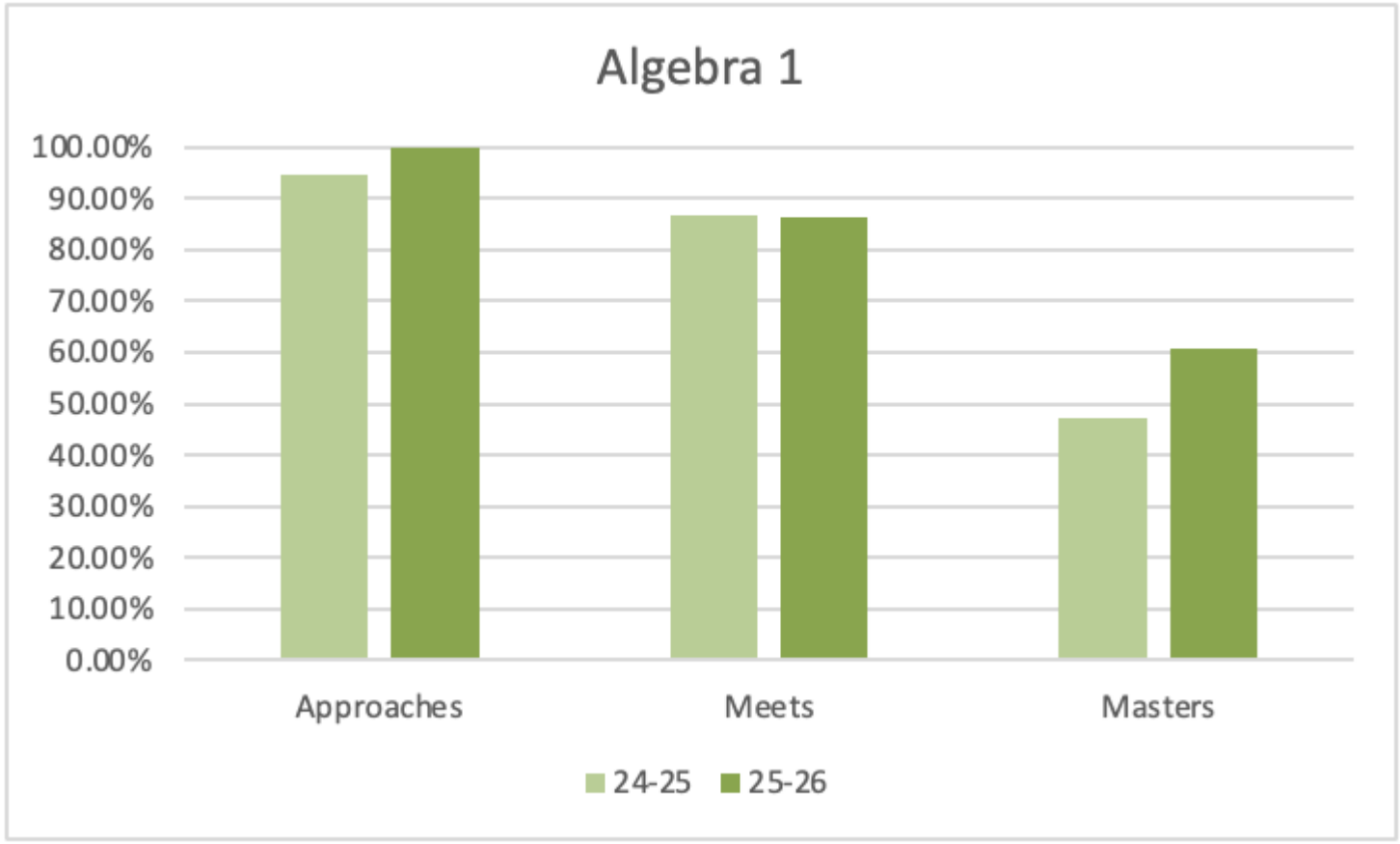
# STAAR Math — Grades 6–8

*% Approaches Grade Level, Meets Grade Level, and Masters Grade Level*



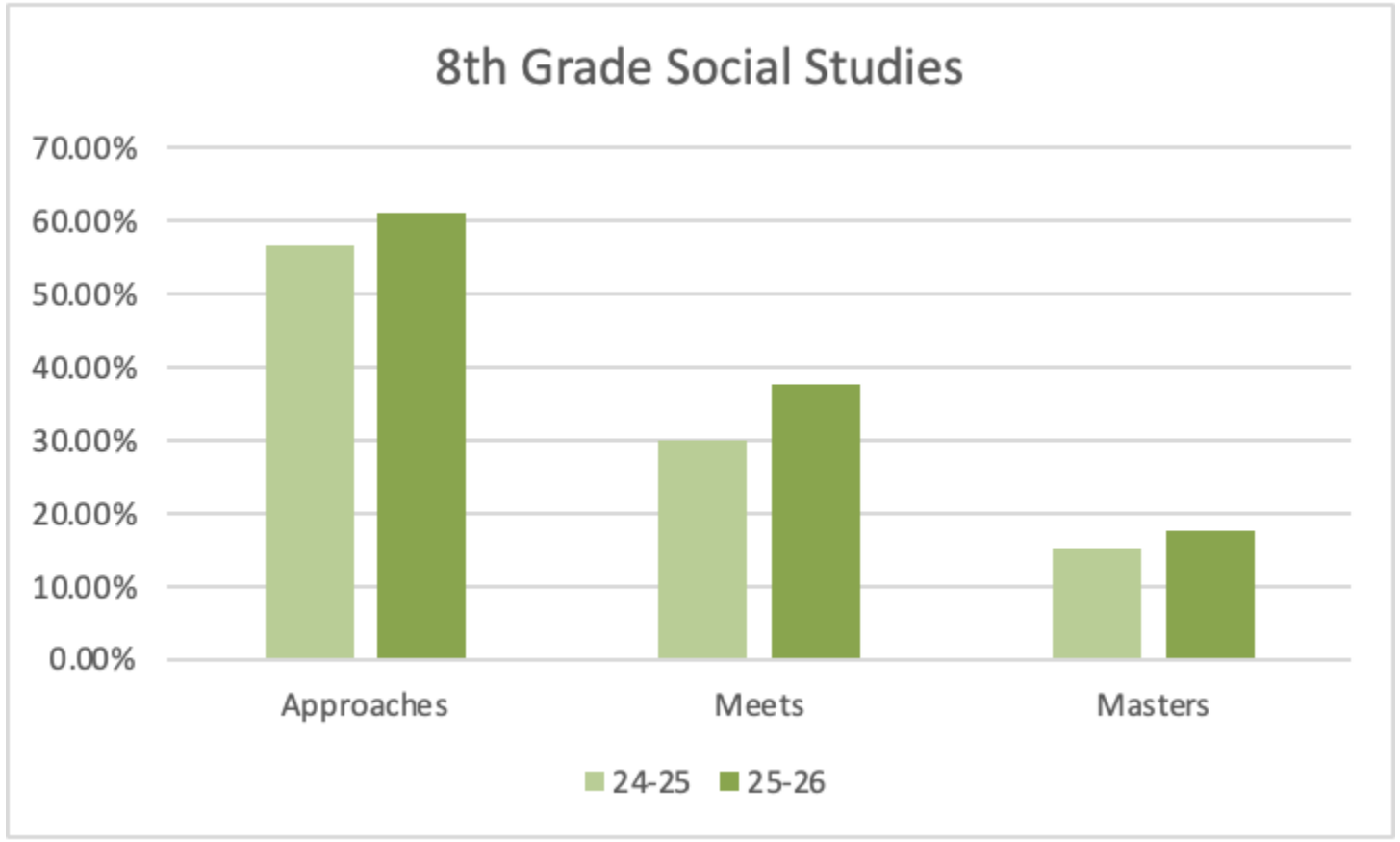
# STAAR Math — LDMS, Algebra 1

*% Approaches Grade Level, Meets Grade Level, and Masters Grade Level*



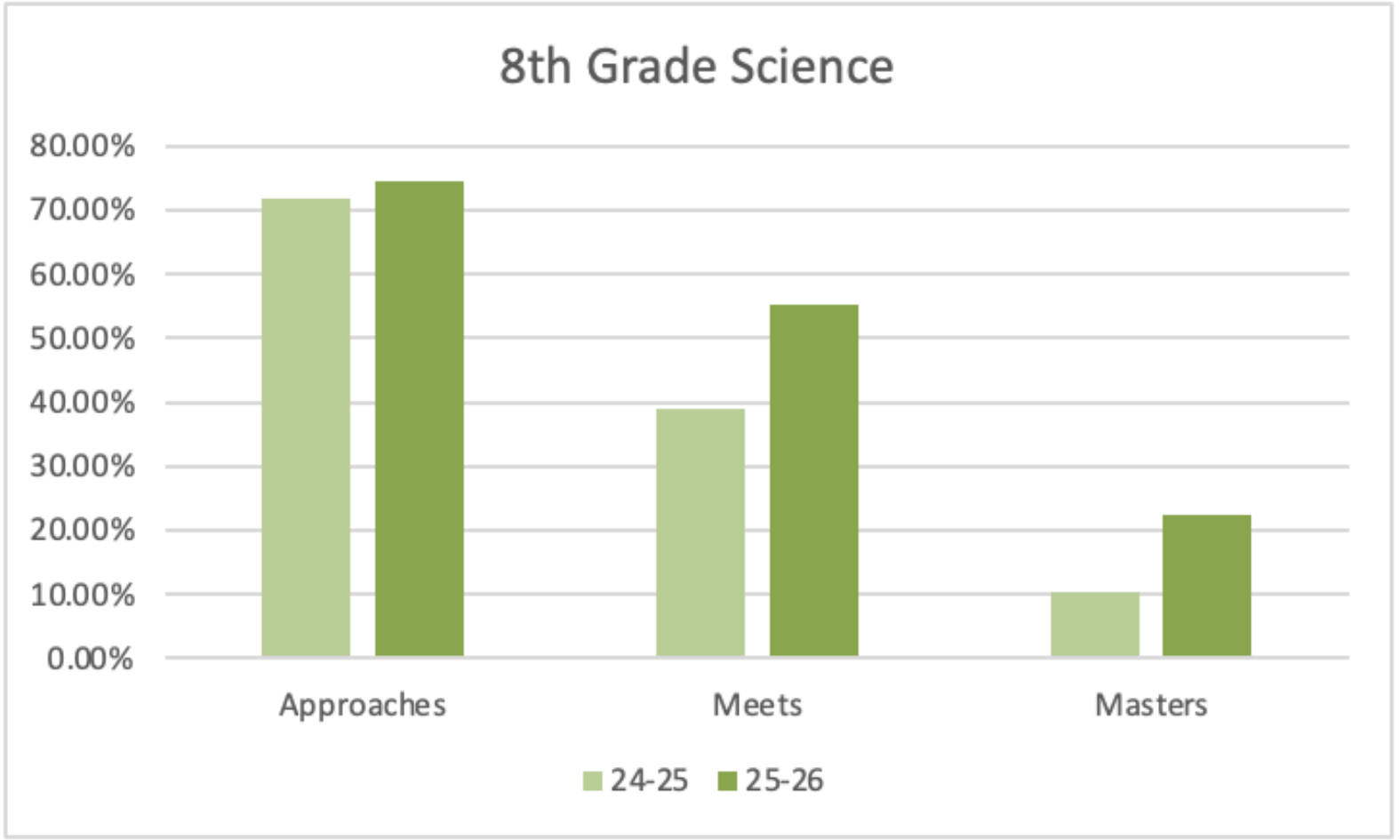
# STAAR Social Studies — Grade 8

*% Approaches Grade Level, Meets Grade Level, and Masters Grade Level*



# STAAR Science — Grade 8

*% Approaches Grade Level, Meets Grade Level, and Masters Grade Level*



# LDMS

| | Component Score | Scaled Score | Rating | Proportion of Overall Rating |
|---|---|---|---|---|
| **Overall** | | **71** | C | |
| **Student Achievement** | | **75** | C | **70%** |
| STAAR Performance | 43 | 75 | | |
| College, Career and Military Readiness | | | | |
| Graduation Rate | | | | |
| **School Progress** | | **62** | D | **0%** |
| Academic Growth | 56 | 62 | D | ✓ |
| Relative Performance (Eco Dis: 41.9%) | | 59 | F | |
| **Closing the Gaps** | **18** | **61** | D | **30%** |

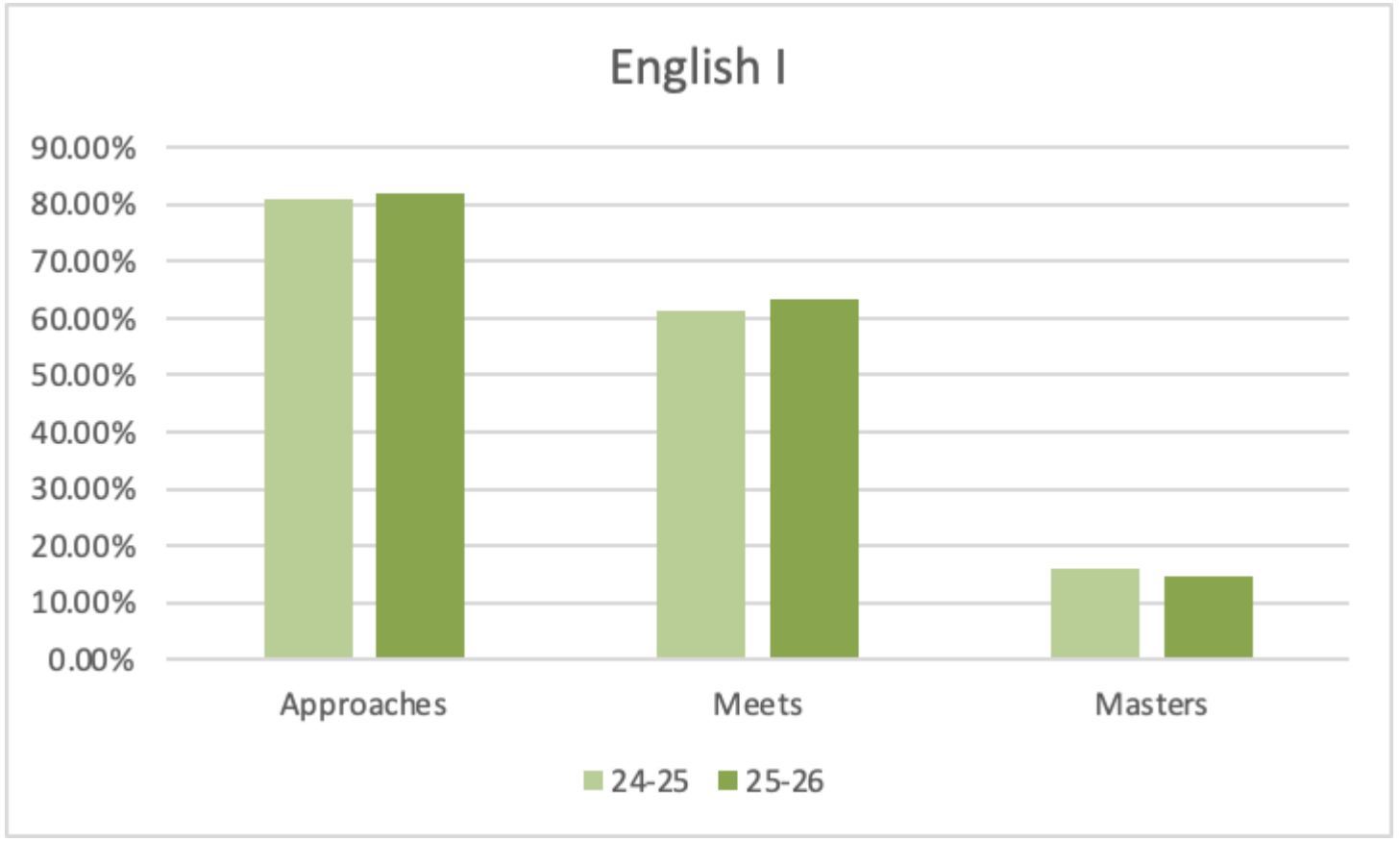
## Identification of Schools for Improvement

This campus is identified for additional targeted support.

## Distinction Designations

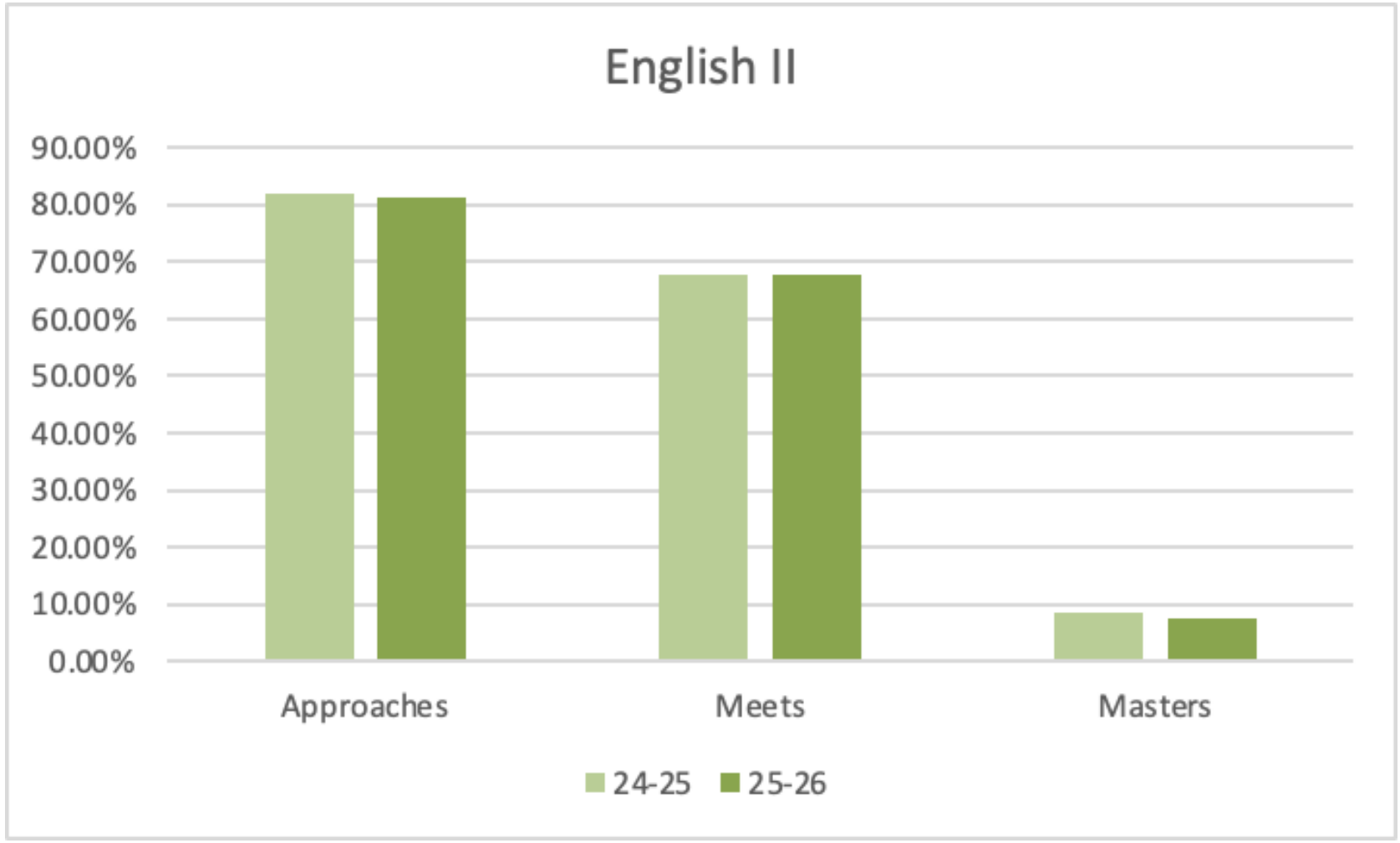
# STAAR / EOC Results-English I

*% Approaches Grade Level, Meets Grade Level, and Masters Grade Level*



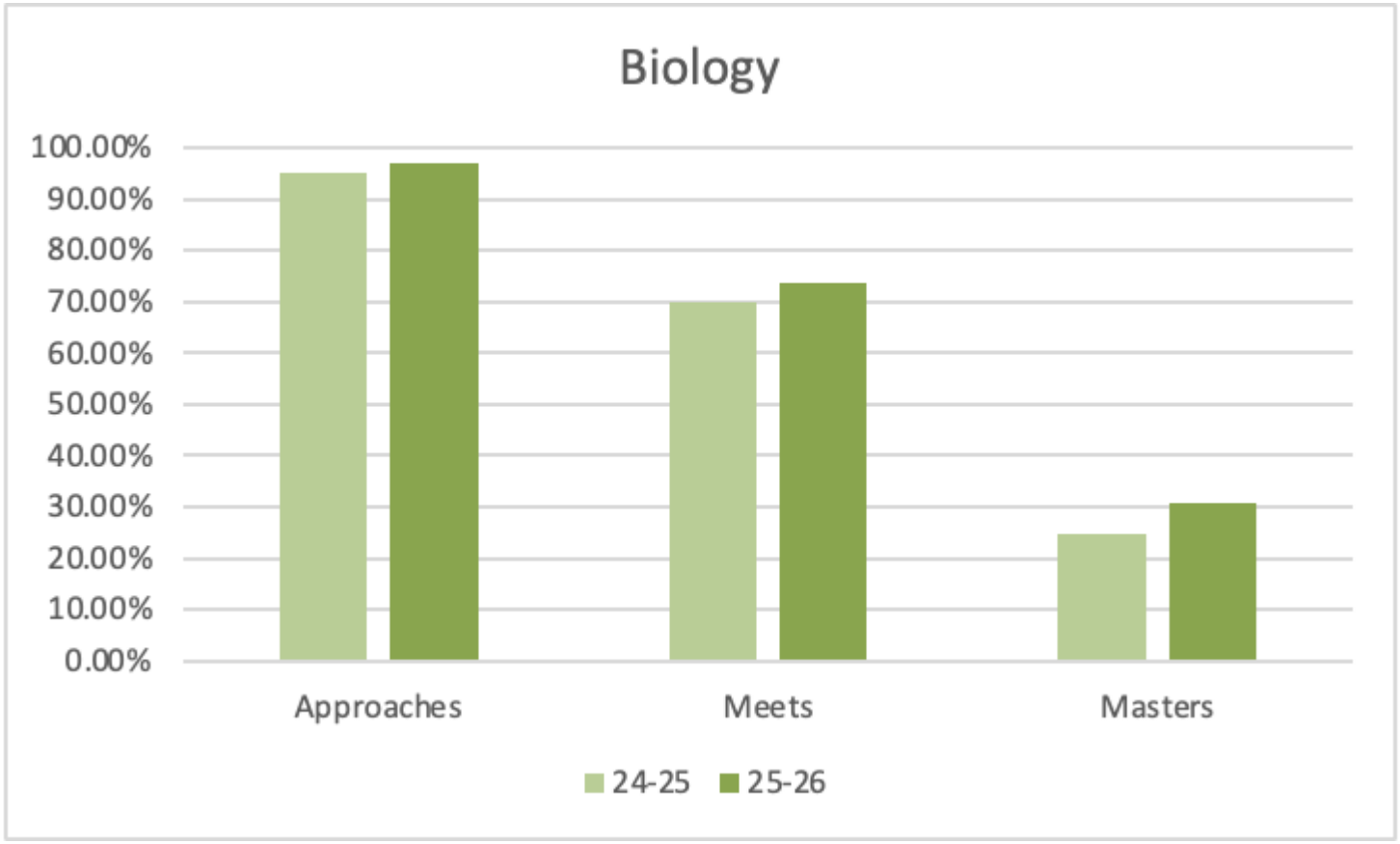
# STAAR / EOC Results-English I I

*% Approaches Grade Level, Meets Grade Level, and Masters*



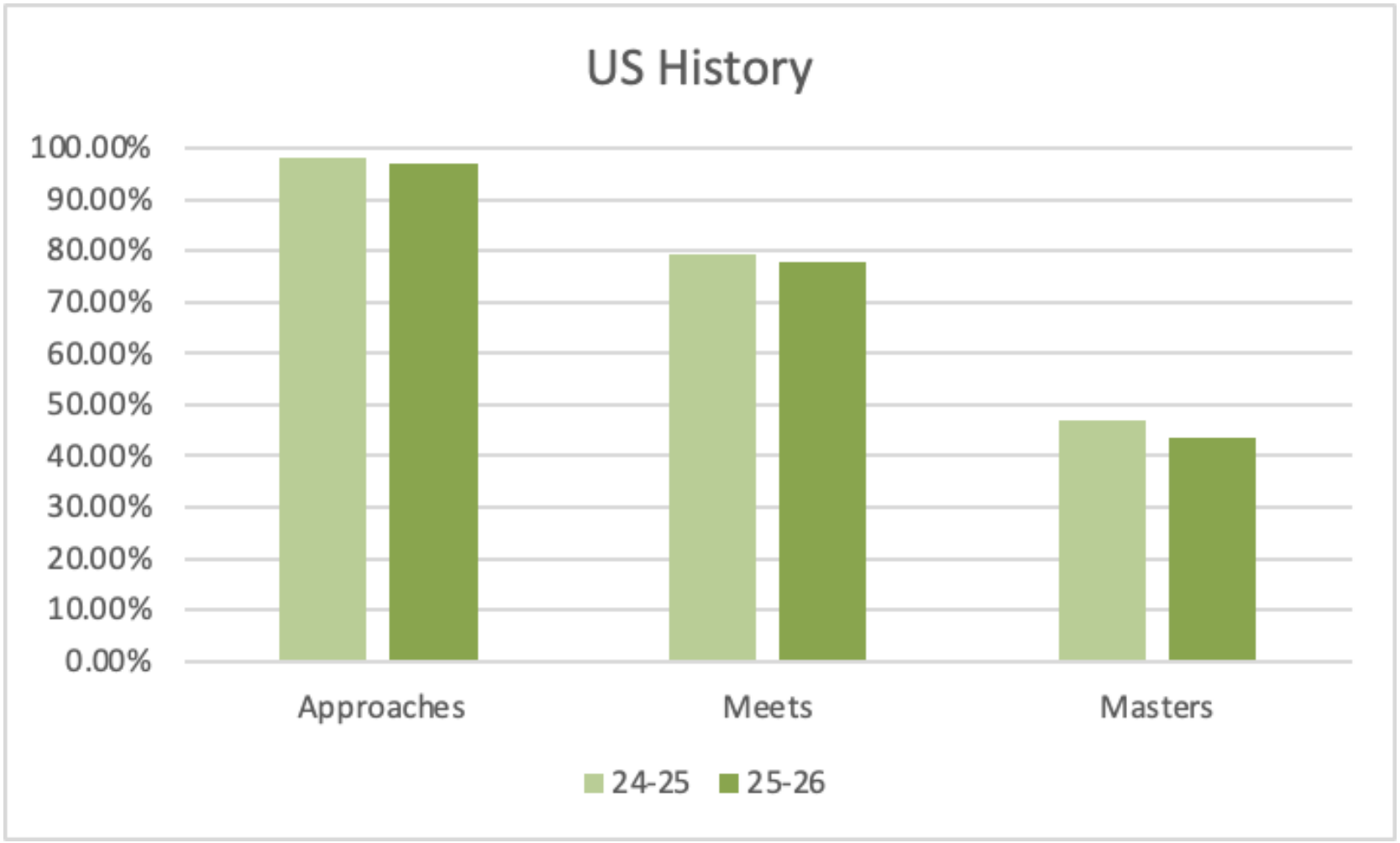
# STAAR / EOC Results-Biology

*% Approaches Grade Level, Meets Grade Level, and Masters Grade Level*



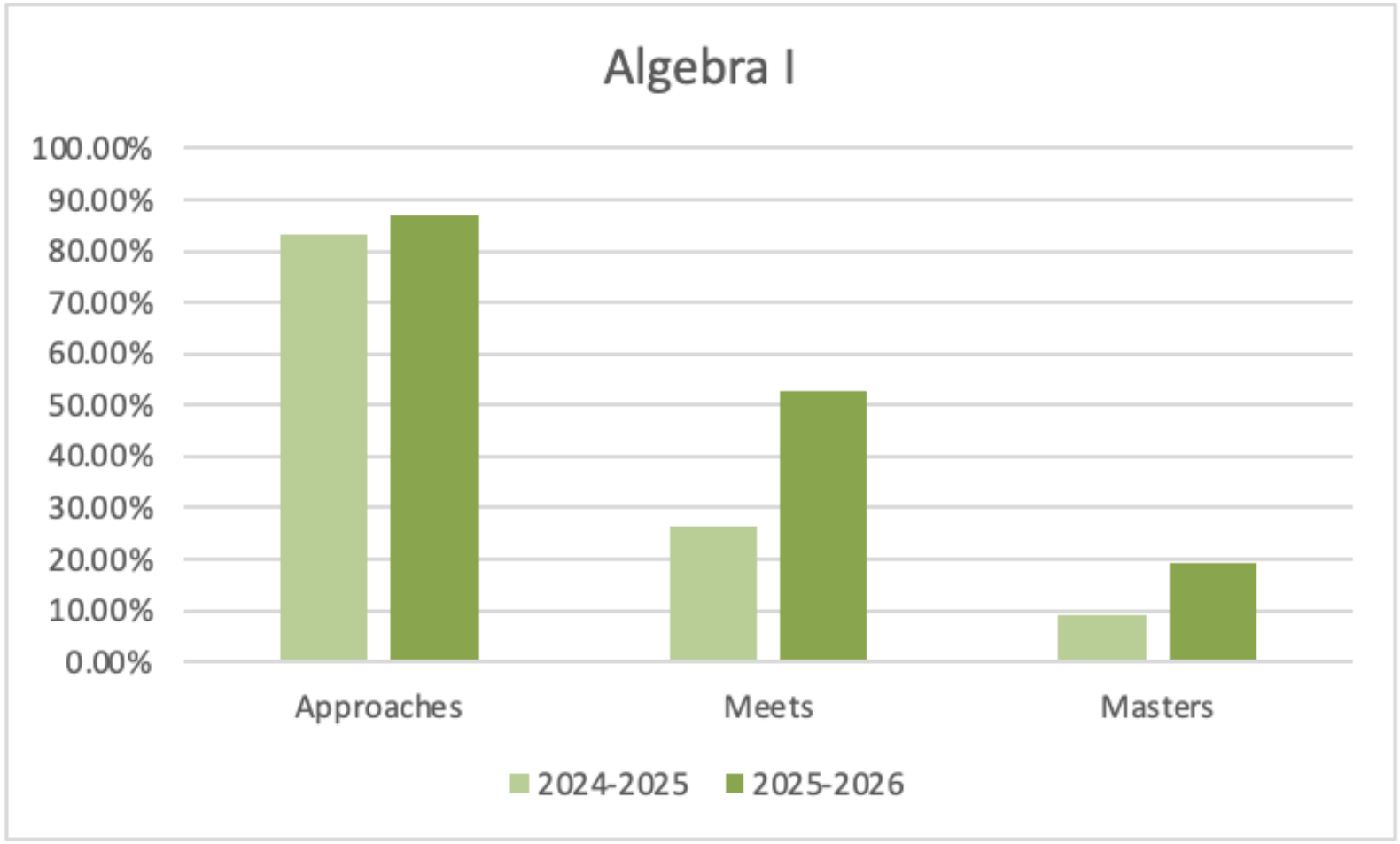
# STAAR / EOC Results-US History

*% Approaches Grade Level, Meets Grade Level, and Masters Grade Level*

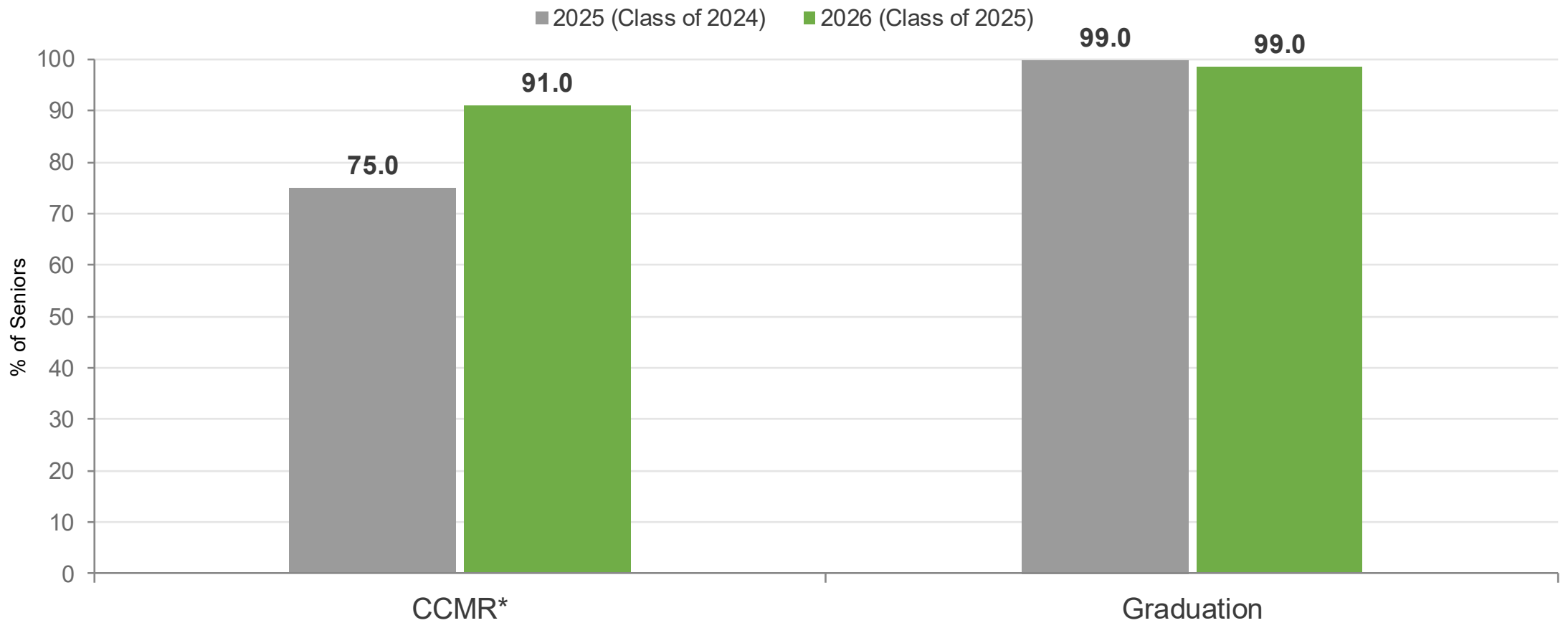


# STAAR / EOC Results-Algebra I

*% Approaches Grade Level, Meets Grade Level, and Masters Grade Level*



# CCMR & Graduation



# LDHS

| | Component Score | Scaled Score | Rating | Proportion of Overall Rating |
|---|---|---|---|---|
| **Overall** | | **92** | A | |
| **Student Achievement** | | **93** | A | **70%** |
| STAAR Performance | 59 | 89 | | |
| College, Career and Military Readiness | 92 | 93 | | |
| Graduation Rate | 100.0 | 100 | | |
| **School Progress** | | **87** | B | **0%** |
| Academic Growth | 74 | 80 | B | |
| Relative Performance (Eco Dis: 35.0%) | | 87 | B | ✓ |
| **Closing the Gaps** | **73** | **89** | B | **30%** |

## Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

## Distinction Designations

# Any Questions?

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FACULTY & STAFF ENGAGEMENT

EFFICIENT OPERATIONS

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# LAKE DALLAS
## Independent School District

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EFFICIENT OPERATIONS

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# 6.B.
# *Efficient Operations:*
# Lake Dallas ISD District and Campus Improvement Plans

**Presenter:** Kerri Blevins, Jennifer Bryant, Ashley Fay, Jessica Bovan and Dr. Colleen Grindle

**Event:** LDISD Board of Trustees Meeting

**Date:** August 31st, 2026

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# From PreK to Graduation: One Journey, One Purpose

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# Strategic PLAN BALANCED SCORECARD

**WE BELIEVE**

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

| | STUDENT SUCCESS | FACULTY & STAFF ENGAGEMENT | PARENT & FAMILY/ COMMUNITY SUPPORT | EFFICIENT OPERATIONS |
|---|---|---|---|---|
| PRIORITIES | | | | |
| OBJECTIVES | **1.1** Yearly Student Academic Growth<br>**1.2** Student Engagement & Culture<br>**1.3** Students are Responsible, Contributing Community Members | **2.1** Faculty/Staff Recruitment & Retention<br>**2.2** Faculty/Staff Professional Development<br>**2.3** Faculty/Staff Engagement & Culture | **3.1** Parent & Family/Community Communication<br>**3.2** Parent & Family/Community Engagement | **4.1** Ensure Strong Financial Stewardship<br>**4.2** Well-Maintained Facilities<br>**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

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STUDENT SUCCESS

PARENT & FAMILY/ COMMUNITY SUPPORT

FACULTY & STAFF ENGAGEMENT

EFFICIENT OPERATIONS

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# PRIORITY 1: STUDENT SUCCESS

- By May 2027, Lake Dallas ISD students will increase achievement in Math and Reading by 5%.

- By May 2027, the percentage of Emergent Bilingual students who advance at least one proficiency level, as measured by 2026 TELPAS, will increase by 5%.

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# PRIORITY 1: STUDENT SUCCESS

- By May of 2027, LDE students will increase achievement in Math, Reading, and Science by 5%.

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PARENT & FAMILY/ COMMUNITY SUPPORT

FACULTY & STAFF ENGAGEMENT

EFFICIENT OPERATIONS

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# PRIORITY 1: STUDENT SUCCESS

## Strengthen Core Instruction

- PLCs & guaranteed, viable curriculum
- Common formative & summative assessments

## Target Instruction Through Data

- Intervention & extension groups
- Timely interventions & accelerated instruction
- RtI/MTSS progress monitoring

## Targeted Academic Support

- K–5 literacy intervention
- Dyslexia instructional support

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# PRIORITY 1: STUDENT SUCCESS

- By May 2027, the percentage of Emergent Bilingual students who advance at least one proficiency level as measured by 2025 TELPAS will increase by 5%.

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PARENT & FAMILY/ COMMUNITY SUPPORT

FACULTY & STAFF ENGAGEMENT

EFFICIENT OPERATIONS

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# PRIORITY 1: STUDENT SUCCESS

## Build Teacher Capacity

- Research-based professional learning & ongoing coaching

## Increase Student Language Practice

- Summit K12 — 40 minutes per week

## Provide Targeted Language Support

- PreK–5 ESL Teacher

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EFFICIENT OPERATIONS

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# PRIORITY 1: STUDENT SUCCESS

By May 2027, Corinth Elementary students in grades 3-5 will increase by 9% in academic growth on STAAR.

- Targeted progress monitoring of all students
- Internalization of highly qualified instructional materials
- Student Work Analysis & Intervention Protocols
- Support from the Region 11 LIFT Grant

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FACULTY & STAFF ENGAGEMENT

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# PRIORITY 1: STUDENT SUCCESS

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FACULTY & STAFF ENGAGEMENT

EFFICIENT OPERATIONS

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# PRIORITY 1: STUDENT SUCCESS

- By May 2027, LDHS will have at least a 5% increase in meets and masters on English I, English II and Algebra End of Course Assessments.
  - Campus wide focus on CER writing
  - Targeted progress monitoring and planning through PLC time
  - 9 week formative and summative assessments over essential standards in all core areas

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EFFICIENT OPERATIONS

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# PRIORITY 1: STUDENT SUCCESS

By May 2027, LDHS will ensure that 95% of the Class of 2027 will meet CCMR criteria.

- IBC Certification Preparation
- TSIA Review Fridays
- TSIA Classes

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# Priority 2: Faculty & Staff Engagement
## RETENTION & RECRUITMENT

- LDISD will actively recruit qualified and passionate individuals to serve students in the District throughout the 2026-2027 school year to fill vacancies and prepare for the 2026-2027 school year.

- LDISD staff and faculty will have the opportunity to offer feedback and contribute to the continuous improvement process through surveys, committees, PLCs and professional development from August 2026-May 2027.

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# Priority 2: Faculty & Staff Engagement
## RETENTION & RECRUITMENT

- By May 2027, LDMS will increase staff engagement, trust, and intent to remain at LDMS as measured by annual staff perception survey results.
  - Trained mentors for new teachers and campus buddies for experienced teachers new to LDMS.
  - Ongoing opportunities for staff input and feedback to inform campus decisions and improvements.
  - Regularly review campus procedures and staff workload to streamline processes, reduce unnecessary demands, and protect staff time.
  - Ongoing staff recognition through praise, shout-outs, PBIS Rewards, and appreciation activities.

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# Priority 2: Faculty & Staff Engagement
## PROFESSIONAL DEVELOPMENT

By May 2027, SSE campus administrators will conduct regular instructional observations and provide timely, actionable feedback to 100% of instructional staff, using observation data to identify individual and campus-wide professional development needs and develop targeted professional learning.

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# Priority 2: Faculty & Staff Engagement
## PROFESSIONAL DEVELOPMENT

- Observation and Feedback Training
- Conduct weekly observation and feedback cycles
- Analyze the observation data and identify trends weekly
- Professional development based on trends

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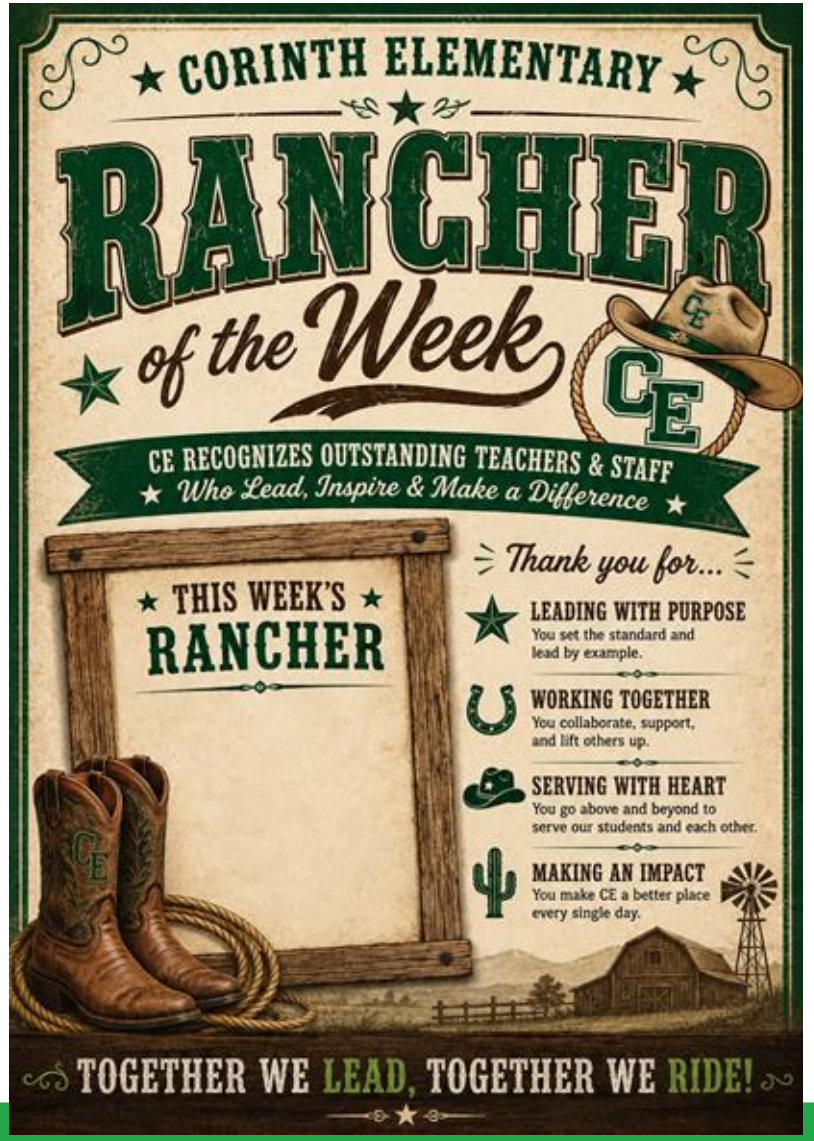
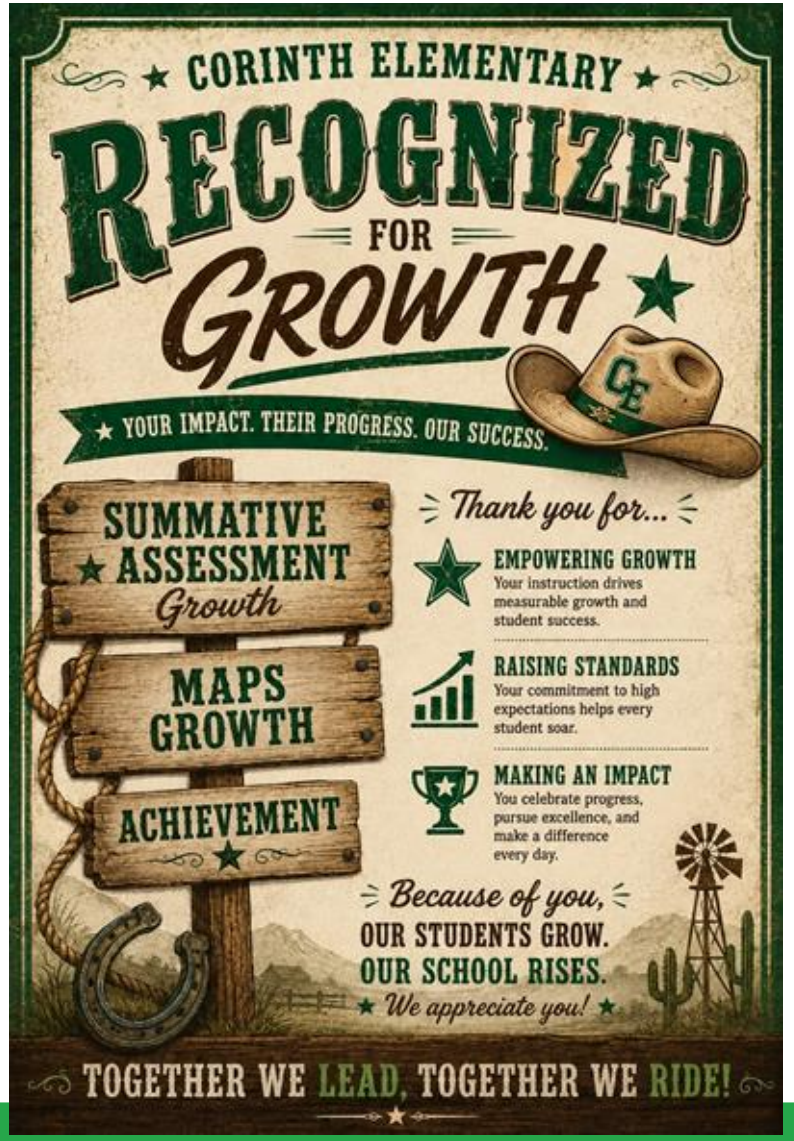
# Priority 2: Faculty & Staff Engagement
## CELEBRATIONS

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# PRIORITY 3:
# PARENT & FAMILY/COMMUNITY SUPPORT

- LDISD will engage in ongoing communication with parents and community during the 2026-2027 school year.

- LDISD will increase engagement and learning opportunities for parents and community through campus and district events.

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# PRIORITY 3:
# PARENT & FAMILY/COMMUNITY SUPPORT

- LDMS: By May 2027, LDMS will improve the consistency, clarity, and effectiveness of communication with families regarding student academics, campus expectations, programs, and events.
    - Weekly campus communication
    - Biweekly grade-level and department newsletters
    - Ongoing teacher communication
    - Family support for accessing Skyward, Canvas, and other platforms
    - Resources and guidance for families

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# PRIORITY 3:
# PARENT & FAMILY/COMMUNITY SUPPORT

Lake Dallas Middle School
Fine Arts News
August 21, 2026

THEATRE

PROBST

THEATRE 1

| | |
|---|---|
| MONDAY Aug 24 | MONDAY Aug 30 |
| autograph book | Audience Experience |
| TUESDAY Aug 25 | TUESDAY Sept 1 |
| share autograph book | Audience Experience |
| WEDNESDAY Aug 26 | WEDNESDAY Sept 2 |
| share autograph book | Audience Experience |
| THURSDAY Aug 27 | THURSDAY Sept 3 |
| What is Theatre? | Audience Experience |
| FRIDAY Aug 28 | |

ParentSquare

LDMS Weekly Update

For LDMS Families

AUGUST 21, 2026

A Message from Your Principal

Good evening, Lake Dallas Middle School Families!

What a great second week of school at LDMS! It was wonderful meeting so many of our families Monday night at Meet the Teacher. I especially loved seeing how many of our 6th graders were confidently showing their parents the way around campus—even though they had only been in middle school for a few days! They learn quickly and seem to be adjusting to middle school quite well.

We've also loved seeing old friends reconnect for the first time since the last day of school and watching new friendships begin between students who just met this year. It has been a great start, and we're

Fine Arts News

ART 1

RISENHOOVER/PAYTON

IN CLASS

| | |
|---|---|
| Monday August 25<br>Make Your Mark Project | Monday August 31<br>Observational Drawing |
| Tuesday August 25<br>Make Your Mark Project | Tuesday September 1<br>Elements of Art Portfolio<br>Project Introduction |
| Wednesday August 26<br>Make Your Mark<br>Project DUE | Wednesday September 2<br>Elements of Art Portfolio |
| Thursday August 27<br>Blocking Out Worksheet | Thursday September 3<br>Elements of Art Portfolio |
| Friday August 28<br>Blocking Out Worksheet | Friday September 4<br>Elements of Art Portfolio |

Tutorials Information

Tutorials will begin when Mrs. Risenhoover returns to campus September 28.

Students are always welcome to take work home to complete, as well.

DATES

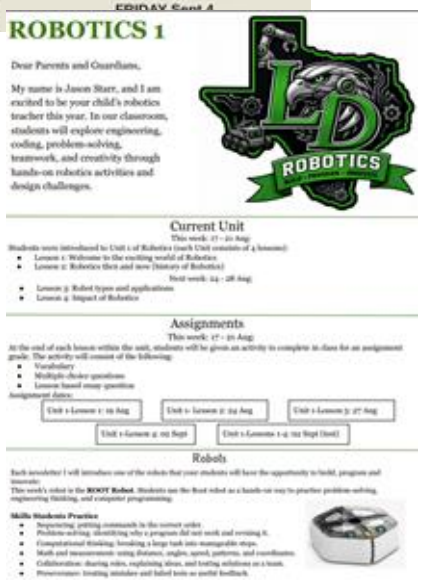
Project Deadlines & Upcoming Grades

Upcoming Grades (Weeks 1 & 2)

- Wed, 8/12: Name Tents
- Fri, 8/14: Sketchbook Binder Progress Grade
- Tues, 8/18: Elements of Art Scavenger Hunt

Upcoming Grades (Weeks 3 & 4)

- Wed, 8/26: "Make Your Make" Due (Major Grade)


ROBOTICS 1

Dear Parents and Guardians,

My name is Jason Starr, and I am excited to be your child's robotics teacher this year. In our classroom, students will explore engineering, coding, problem-solving, teamwork, and creativity through hands-on robotics activities and design challenges.

LD ROBOTICS

Current Unit

Assignments

Robots

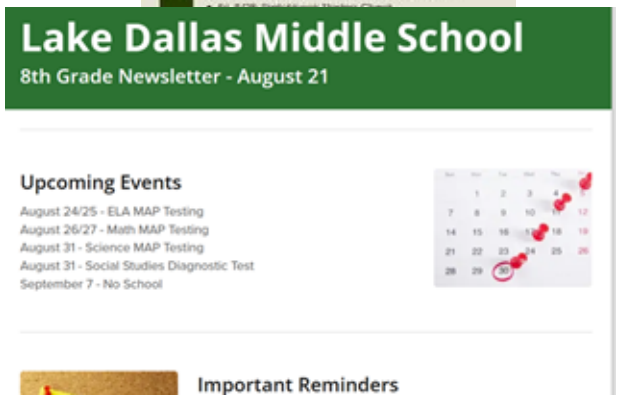
Principles of AAVTC

Welcome to Principles of AAVTC

AUGUST 21, 2026

A Little About the Class

**Welcome to Principles of Arts, A/V Technology, and Communications!** I am Coach Tipps and I am very excited for this school year! This course introduces students to the exciting and diverse careers within the Arts, Audio/Video Technology, and Communications (AAVTC) career cluster. Students will explore a variety of career pathways while developing an understanding of the knowledge, technical skills, and educational opportunities needed to succeed in these fields. Through hands-on projects and creative experiences, students will begin discovering how their interests and talents can connect to real-world careers.


Lake Dallas Middle School

8th Grade Newsletter - August 21

Upcoming Events

August 24/25 - ELA MAP Testing
August 26/27 - Math MAP Testing
August 31 - Science MAP Testing
August 31 - Social Studies Diagnostic Test
September 7 - No School

Important Reminders

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# PRIORITY 3:
# PARENT & FAMILY/COMMUNITY SUPPORT

By May 2027, LDHS will increase the number of students in the FLIGHT program and the number of students placed in practicums in the community by 10%.

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# PRIORITY 3:
# PARENT & FAMILY/COMMUNITY SUPPORT

LDHS counselors will focus on outreach with students and families by creating monthly newsletter and hosting 1 event in the fall and one in the spring for college and career readiness opportunities.

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# Any Questions?

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# LAKE DALLAS
## Independent School District

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# Minutes of Regular Meeting

# The Board of Trustees

## Lake Dallas Independent School District

A Regular Meeting of the Board of Trustees of Lake Dallas Independent School District was held Monday, August 17, 2026, 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, Bruce Smith, Greg Bartley (Arrived 5:31PM), and Aaron Appleby

ABSENT: Dr. Kristin N. Brown, Superintendent

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

**2. Moment of Silence and Pledges of Allegiance**
The Pledges of Allegiance were led by Mollie Avelino, Chief of Staff.

**3. Student/Staff/Report Recognitions**

**A.** ***Student Success:*** TAEA District of Distinction
Recognition was postponed to a future meeting

**B.** ***Student Success:*** LDHS Cheer Camp Success
Recognition was postponed to a future meeting

**C.** **Student Success:** LDHS BBQ Team Success at Nationals
Recognition was postponed to a future meeting

**4. Introductions**

**A.** Introduction of Lake Dallas ISD Police Officers
Introduction was postponed to a future meeting

**B.** Introduction of Johna Straw - Assistant Principal, LDHS
Introduction was postponed to a future meeting

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

**The Board did not move to Executive Session**

**6. 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.**

**7. INFORMATION ITEMS**

**A.** **Efficient Operations:** 2026-2027 Budget Update

Emmett Whitefield, Interim CFO, presented the 2026-2027 Budget Update to include information pertaining to Texas School Finance Key Points, Taxable Values for last 10 years, General Fund Revenue, Non-Payroll Expenditures, General Fund Expenditures, General Fund Budget, Child Nutrition Budget, Debt Service Budget, and Tax Rate.

**8. CONSENT AGENDA ITEMS**

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

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

**A. Consideration/Approval of the Minutes of the July 20, 2026, Regular Meeting**

**B. Consideration/Approval of Budget Amendment #6**

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

**D. Consideration/Approval of Purchases Over $75,000**

- ParentSquare 5-Year Renewal
- Ricoh 5-Year Proposed Contract
- Consulting Agreement Related to Consulting Services Between Lake Dallas ISD and MoakCasey, LLC
- TASB Risk Fund proposal for renewing coverage with the FUND for the coming year

**E. Consideration/Approval of 2026-2027 T-TESS Appraisers and Calendar**

**F. Consideration/Approval of 2026-2027 T-PESS Appraisers & Calendar**

**G. Consideration/Approval of Attendance Committees**

FEC (Legal)
A board shall appoint one or more attendance committees to hear petitions for class credit or a final grade by students who have not met the 90 percent rule and have not earned class credit or a final grade by completing a principal's plan. Classroom teachers shall comprise a majority of the attendance committee.

FEC(Local)
The Board authorizes the establishment of an attendance committee or as many attendance committees as necessary for efficient implementation of state law.
The Campus Attendance Committees as set by the Board of Trustees is composed of the following staff members:

- Campus Principal or Assistant Principal
- Counselor
- School Nurse
- Classroom Teacher
- Classroom Teacher
- Classroom Teacher
- Classroom Teacher

H. **Consideration/Approval of 2026-2027 Student Fees**

The Board of Trustees may approve payments for membership dues, personal athletic or fine arts equipment, personal apparel associated with extracurriculars, products for optional purchase of students such as yearbooks, class rings, etc.

Fees for the 2026-2027 school year were presented to the board for consideration of approval.

**I. Consideration/Approval of 2026-2027 MOU for Denton County JJAEP**

**J. Consideration/Approval of SHAC Memberships to be appointed by LDISD Board of Trustees**

**K. Consideration/Approval of Emergency Operations Plan**

Due to the Superintendent's absence this item was removed from the Consent Agenda. No action was taken on the item and the matter will be place on the agenda for the next scheduled meeting which is August 31, 2026.

**No Action Taken on this Item**

**L. Consideration/Approval of School Library Advisory Council Memberships**

**M. Consideration/Approval of Resolution Amending Authorized Representatives of TexPool Investment Services**

A resolution amending authorized representatives of TexPool Investment Services was presented to the Board for approval.

**N. Consideration/Approval of Addition and Deletion of Authorized Representatives for LOGIC Investment Pool**

An addition/deletion form requesting the removal Anne Haehn, prior CFO, as the District Representative and Primary Contact as well as remove Saylea Mayfield, prior Business Manager's inquiry status was presented to the Board.

Upon approval, Dr. Kristin Brown, Superintendent, and Heather Vonnahme, Business Services Supervisor, will replace Anne Haehn as representatives with Dr. Brown as the primary contact.

Mollie Avelino, Chief of Staff, will be given inquiry only status.

**Motion Passed 7-0**

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

**9. ACTION ITEMS**

**A.** ***Efficient Operations:*** Consideration and/or Action to Approve an Agreement for the Purchase of Attendance Credit (Option 3 Agreement) and to Delegate Contractual Authority to the Superintendent

Emmett Whitefield, Interim CFO, presented the Consideration and/or Action to Approve an Agreement for the Purchase of Attendance Credit (Option 3 Agreement) and to Delegate Contractual Authority to the Superintendent.

Pursuant to Texas Education Code (TEC),1 §§48.257 and 49.004, our district was notified of the determination by the Texas Education Agency (TEA or agency) that our district's Tier One local share under TEC, §48.256, will exceed the district's entitlement under TEC, §48.266(a)(1), less the district's distribution from the state available school fund, and/or the district's Tier Two local share described by TEC, §48.266(a)(5)(B), will exceed the amount described by TEC, §48.202(a-1)(2), for school year 2026-2027.

The following required motion language is being recorded in the board minutes.

**It was MOVED by Ginger Collier and SECONDED by Aaron Appleby to approve the following motion.**

**For the 2026-2027 school year, we delegated contractual authority to obligate the school district under Texas Education Code (TEC) §11.1511(c)(4) to the superintendent, solely for the purpose of obligating the district under TEC, §48.257 and TEC, Chapter 49, Subchapters A and D, and the rules adopted by the commissioner of education as authorized under TEC, 49.006. This included approval of the Agreement for the Purchase of Attendance Credit, the Agreement for the Purchase of Attendance Credit (Netting Chapter 48 Funding) or the Agreement for Purchase of Attendance Credit and Netting Chapter 48 Funding.**

**MOTION PASSED 7-0**

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

**B.** ***Efficient Operations:*** Consideration/Approval of TASB Policy Update 127

John Modica, Chief Operations Officer, presented the TASB Policy Update 127.

**(LEGAL)** policies: Although (LEGAL) policies are not adopted by the board, TASB recommends that the board review them.

**(LOCAL) policies:** TASB requires Board action on the (LOCAL) policies

**It was MOVED by Aaron Appleby and SECONDED by Scott Baird to approve TASB Policy Update 127 as presented.**

**MOTION PASSED 7-0**

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

**C.** ***Efficient Operations:*** Action to Approve the Annual Certification of Compliance with Texas Education Code Section 39.008, Senate Bill 12

John Modica, Chief Operations Officer, presented the Action to Approve the Annual Certification of Compliance with Texas Education Code Section 39.008, Senate Bill 12.

**It was MOVED by Bruce Smith and SECONDED by Greg Bartley to approve the Annual Certification of Compliance with Texas Education Code Section 39.008, Senate Bill 12 as presented.**

**MOTION PASSED 7-0**

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

**10. Calendar, Announcements & Information**

**A. Upcoming Meetings & Events**

John Modica, Chief Operations Officer, shared upcoming events occurring between board meetings.

**11. Executive Session**

The open session of the meeting adjourned at 5:47pm. 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 6:04 pm.

There was no additional business coming back from Executive Session. No action required.

**12. Adjourment**

**The meeting was adjourned at 6:04 pm.**

_____

Lance Stacy, President

_____

Mark Tucker, Secretary

# LAKE DALLAS ISD

## BUDGET AMENDMENT

**Description:** Year End Budget Amendment

| Account Description | Account Code | AMENDED AMOUNT UP | AMENDED AMOUNT DOWN | REVISED BUDGET |
|---|---|---|---|---|
| | 199 E 21 6499 43 999 0 99 990 | 2,900.00 | | |
| | 199 E 35 6499 00 999 0 99 000 | 2,030.00 | | |
| | 199 E 51 6219 00 999 0 99 555 | 80,000.00 | | |
| | 199 E 99 6213 00 703 0 99 950 | 1,350.00 | | |
| | 199 E 23 6119 00 001 0 99 000 | | 45,000.00 | |
| | 199 E 11 6395 00 999 0 99 555 | | 41,280.00 | |
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| | | 86,280 | 86,280 | - |

| | | |
|---|---|---|
| **BUSINESS OFFICE USE:** | | |
| **BOARD REVIEW REQUIRED** | **YES** **NO** | Superintendent |
| **APPROVED BY BOARD:** | **YES** **NO** | |
| **DATE REVIEWED BY BOARD:** | | Board President |
| **BUDGET AMENDMENT NUMBER:** | | |
| **DATE ENTERED:** | **ENTERED BY:** | Board Secretary |

**2025-2026**
**Budget Amendment**
**General Operating**

| | August 31, 2026<br>Proposed Budget Amendment | Increase | Decrease | Net Effect |
|---|---|---|---|---|
| **Object** | **Revenue** | | | |
| **5700** | Revenue Generated | 0 | 0 | |
| **5800** | | 0 | 0 | |
| **5900** | | 0 | 0 | |
| | **Total** | **0** | **0** | **0** |
| | | | | |
| **Function** | **Expenses** | | | |
| **11** | Finance - Amend Funds for Year End Adjustments | 0 | 41,280 | |
| | **Overall effect on Function 11** | **0** | **41,280** | **(41,280)** |
| **12** | **Overall effect on Function 12** | **0** | **0** | **0** |
| **13** | **Overall effect on Function 13** | **0** | **0** | **0** |
| **21** | Finance - Amend Funds for Year End Adjustments | 2,900 | 0 | |
| | **Overall effect on Function 21** | **2,900** | **0** | **2,900** |
| **23** | Finance - Amend Funds for Year End Adjustments | 0 | 45,000 | |
| | **Overall effect on Function 23** | **0** | **45,000** | **(45,000)** |
| **31** | **Overall effect on Function 31** | **0** | **0** | **0** |
| **32** | **Overall effect on Function 32** | **0** | **0** | **0** |
| **33** | **Overall effect on Function 33** | **0** | **0** | **0** |
| **34** | **Overall effect on Function 34** | **0** | **0** | **0** |
| **35** | Finance - Amend Funds for Year End Adjustments | 2,030 | 0 | |
| | **Overall effect on Function 35** | **2,030** | | **2,030** |
| **36** | **Overall effect on Function 36** | **0** | **0** | **0** |
| **41** | **Overall effect on Function 41** | **0** | **0** | **0** |
| **51** | Finance - Amend Funds for Year End Adjustments | 80,000 | 0 | |
| | **Overall effect on Function 51** | **80,000** | **0** | **80,000** |
| **52** | **Overall effect on Function 52** | **0** | **0** | **0** |
| **53** | **Overall effect on Function 53** | **0** | **0** | **0** |
| **61** | **Overall effect on Function 61** | **0** | **0** | **0** |
| **71** | **Overall effect on Function 71** | **0** | **0** | **0** |
| **81** | **Overall effect on Function 81** | **0** | **0** | **0** |
| **91** | **Overall effect on Function 91** | **0** | **0** | **0** |
| **93** | **Overall effect on Function 93** | **0** | **0** | **0** |
| **99** | Finance - Amend Funds for Year End Adjustments | 1,350 | 0 | |
| | **Overall effect on Function 99** | **1,350** | **0** | **1,350** |
| | **Total** | **86,280** | **86,280** | **0** |

**Lake Dallas Independent School District**
**General Fund**
**Fiscal Year 2025-2026**

| | | Adopted Budget | Prior Budget Amendments | Budget Amendment 8/31/2026 | Revised Budget |
|---|---|---|---|---|---|
| | **REVENUE** | | | | |
| 5700 | Local Revenue | 24,342,315 | 658,561.00 | - | 25,000,876 |
| 5800 | State Revenue | 19,811,938 | 500,000.00 | - | 20,311,938 |
| 59/7900 | Federal Programs/Other Sources | 560,000 | - | - | 560,000 |
| | **Total** | **44,714,253** | **1,158,561.00** | **-** | **45,872,814** |
| | **EXPENDITURES** | | | | |
| 11 | Instruction & Instr. Related Services | 25,557,643 | 387,712 | (41,280) | 25,904,075 |
| 12 | Instructional Resources & Media Serve | 476,934 | (388,857.37) | - | 88,077 |
| 13 | Curriculum & Instr. Staff Development | 861,342 | 83,928 | - | 945,270 |
| 21 | Instructional Leadership | 691,665 | 2,000 | 2,900 | 696,565 |
| 23 | School Leadership | 2,320,726 | (4,969) | (45,000) | 2,270,757 |
| 31 | Guidance, Counseling & Evaluation Serve | 1,336,939 | 67,643.00 | - | 1,404,582 |
| 32 | Social Work Services | - | - | - | - |
| 33 | Health Services | 377,771 | - | - | 377,771 |
| 34 | Student (Pupil) Transportation | 1,640,212 | 149,010 | - | 1,789,222 |
| 35 | Food Service | - | 19,600.00 | 2,030 | 21,630 |
| 36 | Co curricular/Extracurricular Activities | 1,263,827 | 152,821.00 | - | 1,416,648 |
| 41 | General Administration | 1,821,284 | 46,003.00 | - | 1,867,287 |
| 51 | Plant Maintenance and Operations | 6,104,540 | 51,650 | 80,000 | 6,236,190 |
| 52 | Security & Monitoring Services | 792,935 | 124,000 | - | 916,935 |
| 53 | Data Processing Services | 1,169,558 | - | - | 1,169,558 |
| 61 | Community Services | - | 2,662.00 | - | 2,662 |
| 71 | Debt Service (M&O) | 760,430 | 2,810.00 | - | 763,240 |
| 81 | Facilities Acquisition | 14,000 | 633,389 | - | 647,389 |
| 91 | Contracted Instruction Services - Chapter 49 | - | - | - | - |
| 93/95 | Shared Services Arrangement | 6,500 | 16,500.00 | - | 23,000 |
| 99 | Other Governmental Charges | 340,400 | - | 1,350 | 341,750 |
| 00 | Other Uses | | - | - | - |
| | **Total Budgeted Expenditures** | **45,536,706** | **1,345,902** | **-** | **46,882,608** |
| | **Excess Revenue over (Under) Expenditures** | **(822,453)** | **(187,341)** | **-** | **(1,009,794)** |

Purchases Over $75,000
Board Meeting Date: August 31, 2026

Board Policy CH (Local)

The Board delegates to the Superintendent the authority to make budgeted purchases for goods or services. However, any single, budgeted purchase of goods or services that costs $75,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place.

The Administration recommends the following purchases over $75,000:

Vendor Name: E-3 Integral Solutions, Inc Amount: $4,000,000.00

Purchase Method [ ] Sole Source [ ] RFQ [ ] RFP [x] Coop: BuyBoard

Description: Previously approved purchase of $4 million dollars to work with E3 on a lighting and HVAC project. This is the contract including the scope of work to be executed under this project. Included in the scope of work is to upgrade all interior and exterior lighting in the district with LEDs and to upgrade all the HVAC units and Building Automated Systems for the HVAC unites at the Middle School campus.

**Contract Sum.** Subject to authorized additions and deductions by Change Order, the Contract Sum for complete performance of the Contract Services is not to exceed Four Million Dollars and No Cents ($4,000,000.00) (the "Contract Sum"). The Contract Sum is based on the Scope of Work set forth in Schedule B estimated to cost Three Million Eight Hundred Forty-Two Thousand Five Hundred Twelve Dollars and No Cents ($3,842,512.00) and includes the professional services fees paid or payable under the Professional Services Agreement contained in Schedule A of One Hundred Fifty-Three Thousand Eight Hundred One Dollars and No Cents ($153,801.00).

Priority: [ ] Student Success [ ] Faculty/Staff Engagement [ ] Parent/Family/ Community Support [x] Efficient Operations

# LAKE DALLAS INDEPENDENT SCHOOL DISTRICT AND E3 ENTEGRAL SOLUTIONS, INC., FACILITY IMPROVEMENT IMPLEMENTATION AGREEMENT

This Facility Improvement Implementation Agreement (this "**Agreement**") is entered into as of August 31, 2026 (the "**Effective Date**"), by and between **Lake Dallas Independent School District**, a Texas independent school district and political subdivision of the State of Texas ("**District**" or "**Owner**"), and **E3 Entegral Solutions, Inc.**, a Texas corporation ("**Contractor**").

## RECITALS

**WHEREAS**, the District desires to undertake comprehensive facility improvements at its campuses and facilities, including the upgrade of all interior and exterior lighting systems to LED technology and the replacement of older and inefficient HVAC units and associated automated control systems at the District Campuses (collectively, the "**Project**");

**WHEREAS**, the District has determined that Contractor possesses the requisite expertise, experience, and qualifications to perform the design, engineering, procurement, installation, commissioning, and training services necessary to implement the Project;

**WHEREAS**, the District and Contractor previously entered into a professional services agreement dated April 16, 2026, for preliminary design development and engineering services (the "**Professional Services Agreement**");

**WHEREAS**, the parties now desire to memorialize the terms and conditions under which Contractor shall implement the Project in accordance with applicable federal and Texas law; and

**WHEREAS**, the District's Board of Trustees approved this Agreement and the Project on August 31, 2026 in accordance with Texas Education Code Section 44.031 and other applicable requirements.

**NOW, THEREFORE**, in consideration of the mutual covenants, agreements, representations, and warranties contained herein, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

## ARTICLE 1 — DEFINITIONS

Unless otherwise defined herein or the context otherwise requires, the following capitalized terms shall have the meanings set forth below:

**1.1** "**Additional Services**" means services requested by the District that are outside the Scope of Work and Contract Services as set forth in Schedule A, and that are authorized by written Change Order.

**1.2** "**Anti-Terrorism Laws**" means all laws relating to terrorism or money laundering, including Executive Order No. 13224 on Terrorist Financing (effective September 24, 2001), the regulations of the U.S. Treasury Department's Office of Foreign Assets Control related to Specially Designated Nationals and Blocked Persons, and the Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act of 2001 (Public Law 107-56) (the "**USA Patriot Act**").

**1.3** "**Board**" means the Board of Trustees of the District.

**1.4** "**Change Order**" means a written amendment to this Agreement executed by both parties that modifies the Scope of Work, Contract Sum, Contract Time, or other material terms of this Agreement in accordance with Article 9.

**1.5** "**Commissioning**" means the systematic process of testing, verifying, and documenting that all installed Measures and systems perform in accordance with the Contract Documents, manufacturer specifications, and applicable codes and standards.

**1.6** "**Concealed Conditions**" means subsurface or otherwise concealed physical conditions at the Site that are of an unusual nature, differ materially from conditions ordinarily encountered in work of the character provided for in the Contract Documents, and could not reasonably have been discovered by Contractor through due diligence prior to execution of this Agreement.

**1.7** "**Contract Documents**" means this Agreement, all Schedules and Exhibits attached hereto or incorporated by reference, the Implementation Schedule, all properly executed Change Orders, and all modifications issued after execution of this Agreement. In the event of conflict among the Contract Documents, the order of precedence shall be: (a) executed Change Orders (most recent first); (b) this Agreement; and (c) Schedules A and B; and (d) Exhibit 1 to Schedule A.

**1.8** "**Contract Services**" means all services, labor, materials, equipment, supervision, and other work required to achieve Final Acceptance of the Project in accordance with the Contract Documents.

**1.9** "**Contract Sum**" means the total amount payable to Contractor for complete and satisfactory performance of the Contract Services, as set forth in Section 2.1, subject to authorized additions and deductions by Change Order.

**1.10** "**Contract Time**" means the period commencing on the Date of Commencement and ending on the Final Acceptance Date, subject to extensions authorized under this Agreement.

**1.11** "**Date of Commencement**" means August 31, 2026 or, the date of full execution of this Agreement by both parties and receipt by Contractor of a written Notice to Proceed issued by the District, whichever is later.

**1.12** "**Day**" means a calendar day unless otherwise specifically designated as a business day.

**1.13** "**Environmental Incentives**" means all rights, credits (including tax credits under Internal Revenue Code Section 179D or any successor provision), rebates, grants, benefits, reductions, offsets, allowances, and entitlements of any kind arising from the development, installation, or operation of the Measures, including utility rebates, renewable energy credits, and any other incentives arising under federal, state, or local law.

**1.14** "**Final Acceptance**" means the date on which the District determines, in its sole discretion after consultation with Contractor, that all Contract Services have been completed in accordance with the Contract Documents, all Punch List items have been satisfactorily completed, all required documentation (including as-built drawings, operation and maintenance manuals, warranties, and training completion records) has been delivered, and the Project is ready for unrestricted use by the District.

**1.15** "**Final Acceptance Date**" means the target date for Final Acceptance, which 365 calendar days from the Date of Commencement, subject to extensions in accordance with Article 10.

**1.16** "**Hazardous Materials**" means (a) any substance listed, defined, designated, or classified under any federal, state, or local law relating to protection of the environment or human health as a hazardous material, toxic substance, pollutant, contaminant, or special waste; or (b) petroleum and petroleum products, radioactive materials, polychlorinated biphenyls, pesticides, asbestos, asbestos-containing materials, lead-based paint, or mold.

**1.17** "**HVAC**" means heating, ventilation, and air conditioning systems and equipment.

**1.18** "**Implementation Period**" means the period from the Date of Commencement through Final Acceptance during which Contractor performs the Contract Services.

**1.19** "**Implementation Schedule**" means the detailed schedule for the Work submitted by Contractor and approved by the District in accordance with Section 4.6, as updated from time to time in accordance with this Agreement.

**1.20** "**LED**" means light-emitting diode technology.

**1.21** "**Manufacturer's Warranty**" means any warranty, guarantee, or similar assurance provided by a manufacturer or supplier of equipment, materials, or systems incorporated into the Work, as assigned to or issued in favor of the District.

**1.22** "**Measures**" or "**MEASUREs**" means the equipment, devices, materials, systems, and software to be installed, replaced, or retrofitted at the Site by Contractor, including all LED lighting systems and HVAC units and automated controls, as more fully described in Schedule B.

**1.23** "**Mold**" means any type or form of fungus, mildew, yeast, mushroom, or similar biological material or agent, and any mycotoxins, spores, scents, or by-products produced or released by the foregoing.

**1.24** "**Notice to Proceed**" means the written notice issued by the District to Contractor authorizing commencement of the Work.

**1.25** "**Program Manager**" means the individual designated by Contractor as its principal on-site representative with authority to act on behalf of Contractor, as identified in Schedule A or as otherwise designated by written notice to the District.

**1.26** "**Project**" means the installation, retrofit, commissioning, and implementation of the Measures, together with related training and services, as more fully described in the Scope of Work.

**1.27** "**Prohibited Person**" means (a) a person or entity owned or controlled by, or acting for or on behalf of, any person or entity identified as a Specially Designated National on the list published by the U.S. Treasury Department's Office of Foreign Assets Control; or (b) a person or entity designated as a terrorist or associated with terrorism or money laundering under the USA Patriot Act or related Anti-Terrorism Laws.

**1.28** "**Punch List**" means the list of minor items of Work to be completed or corrected after Substantial Completion that do not materially impair the use of the affected Measure or the Project for its intended purpose and do not prevent issuance of any required certificate of occupancy or other approval.

**1.29** "**Retainage**" means the percentage of each progress payment withheld by the District in accordance with Section 11.3 and applicable law.

**1.30** "**Schedule B**" means the Scope of Work attached hereto as Schedule B and incorporated herein by reference.

**1.31** "**Site**" or "**Sites**" means the District's facilities and campuses at which the Work is to be performed, including:

i. Lake Dallas High School, 3016 Parkridge Drive, Corinth, TX 76210;
ii. Lake Dallas Middle School, 325 E. Hundley, Lake Dallas, TX 75065;
iii. Lake Dallas Elementary School, 401 Main Street, Lake Dallas, TX 75065;
iv. Corinth Elementary School, 3501 Cliff Oaks Drive, Corinth, TX 76210;
v. Shady Shores Elementary School, 300 Dobbs Road, Shady Shores, TX 76208;
vi. Lake Dallas Administration and Auxiliary Facilities, 104 Swisher Road, Lake Dallas, TX 75065; and

**1.32** "**Subcontractor**" means any person, firm, partnership, corporation, or other entity, of any tier, that contracts with Contractor or another Subcontractor to furnish labor, materials, equipment, or services for the Work, including suppliers, fabricators, and materialmen, whether or not in privity with Contractor.

**1.33** "**Substantial Completion**" means the stage in the progress of the Work when (a) the Work or a designated portion thereof is sufficiently complete in accordance with the Contract Documents so that the District can occupy or utilize the Project or designated portion for its intended purpose, and (b) any required certificate of occupancy or similar approval has been obtained for the affected portion of the Work, except for minor items, adjustments, or corrections that do not materially interfere with the District's use and occupancy.

**1.34** "**Substantial Completion Date**" means the target date for Substantial Completion, which is 365 calendar days from the Date of Commencement, subject to extensions in accordance with Article 10.

**1.35** "**Work**" means all labor, services, materials, equipment, tools, transportation, storage, supervision, commissioning, testing, training, documentation, and other items and activities required to be provided or performed by Contractor under the Contract Documents to achieve Final Acceptance of the Project, including correction of defective or non-conforming Work.

## ARTICLE 2 — SCOPE OF WORK AND PROJECT DESCRIPTION

**2.1 General Scope.** Contractor shall perform the Contract Services and implement the Project in accordance with the Contract Documents. The Project consists of:

a. Replacement and upgrade of all interior and exterior lighting systems to LED technology at all Sites;

b. Evaluate and replace older HVAC units at District facilities;

c. Installation and integration of automated control systems for HVAC equipment; and

d. Related engineering, design, procurement, installation, commissioning, testing, training, and documentation services as set forth in Schedule A.

**2.2 Detailed Scope of Work.** The detailed Scope of Work is set forth in Schedule B (Scope of Work), which is incorporated herein by reference. Schedule A identifies, at a minimum:

a. The specific Measures to be installed at each Site;

b. Technical specifications for equipment, materials, and systems;

c. Performance standards and acceptance criteria;

d. Commissioning and testing requirements;

e. Training requirements for District personnel;

f. Documentation deliverables; and

g. Milestones and sequencing requirements.

**2.3 Professional Services Integration.** The Contract Services incorporate and build upon the design development, engineering, energy savings calculations, and bid documents prepared

by Contractor under the Professional Services Agreement. Contractor warrants that the Work reflects the final approved design and that all Measures are adequately sized, specified, and coordinated for proper installation and operation.

**2.4 Compliance with Laws and Standards.** Contractor shall perform all Contract Services in strict compliance with:

a. All applicable federal, state, and local laws, statutes, ordinances, rules, and regulations;

b. All applicable building codes, fire codes, electrical codes, mechanical codes, and energy codes in effect in the jurisdiction where each Site is located;

c. Standards and requirements of the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE);

d. National Electrical Code (NEC) and National Fire Protection Association (NFPA) standards;

e. Standards of the Illuminating Engineering Society (IES) for lighting design;

f. Manufacturer specifications and installation requirements for all Measures; and

g. All District standards, policies, and requirements provided to Contractor in writing.

**2.5 Exclusions.** Unless expressly included in Schedule A, the Contract Services do not include:

a. Structural modifications to any building, except as necessary to support installed Measures;

b. Architectural finishes or repairs, except as necessary to restore surfaces disturbed by the Work;

c. Hazardous materials abatement, except as specifically identified in Schedule B;

d. Utility infrastructure upgrades beyond the point of connection to installed Measures;

e. Replacement or repair of building systems not directly related to the Measures; or

f. Work on any District property not identified as a Site in this Agreement.

## ARTICLE 3 — CONTRACT SUM AND PAYMENT

**3.1 Contract Sum.** Subject to authorized additions and deductions by Change Order, the Contract Sum for complete performance of the Contract Services is not to exceed **Four Million Dollars and No Cents ($4,000,000.00)** (the "**Contract Sum**"). The Contract Sum is based on the Scope of Work set forth in Schedule B estimated to cost **Three Million Eight Hundred Forty-Two Thousand Five Hundred Twelve Dollars and No Cents ($3,842,512.00)** and includes the professional services fees paid or payable under the Professional Services Agreement contained in Schedule A of **One Hundred Fifty Three Thousand Eight Hundred One Dollars and No Cents ($153,801.00)**.

**3.2 Contract Sum Composition.** The Contract Sum includes full compensation for:

a. All labor, materials, equipment, tools, and consumables required for the Work;

b. All supervision, engineering, project management, and administrative services;

c. All permits, fees, and approvals for which Contractor is responsible under Article 5;

d. All testing, commissioning, and startup services;

e. All warranties and bonds required under this Agreement;

f. All insurance premiums and taxes for which Contractor is responsible;

g. All training of District personnel;

h. All documentation, including as-built drawings, operation and maintenance manuals, and warranty materials;

i. Payment and performance bonds;

j. Overhead and profit; and

k. All other costs and expenses necessary to achieve Final Acceptance.

**3.3 Basis of Payment.** The Contract Sum is a lump-sum, not-to-exceed amount. Contractor assumes all risk of cost overruns except as expressly provided in this Agreement for authorized Change Orders.

**3.4 Environmental Incentives and Tax Credits.**

a. The District shall own all Environmental Incentives arising from the Project. The District may, in its sole discretion, assign or transfer any Environmental Incentive to any third party.

b. If Contractor requests allocation of tax credits under Internal Revenue Code Section 179D or any successor provision, Contractor may submit for the District's consideration a properly completed allocation form. The District shall have sole discretion whether to execute any such allocation and may condition its consent on terms it deems appropriate. Contractor acknowledges that any such allocation does not reduce or offset the Contract Sum and that the District makes no representation regarding Contractor's eligibility for or the value of any tax benefit.

**3.5 No Price Adjustment for Market Conditions.** The Contract Sum is fixed and shall not be adjusted for changes in market prices for labor, materials, or equipment, or for general economic conditions, except as expressly authorized by Change Order for changes in the Scope of Work or for Concealed Conditions in accordance with Article 9.

## ARTICLE 4 — TIME FOR PERFORMANCE

**4.1 Date of Commencement.** The Work shall commence on the Date of Commencement. Contractor shall commence mobilization and on-site activities within ten (10) calendar

days after the Date of Commencement unless the Implementation Schedule approved under Section 4.6 provides otherwise.

**4.2 Substantial Completion Date.** Contractor shall achieve Substantial Completion of the entire Project no later than the Substantial Completion Date. Early completion by individual Measure or Site is permitted and does not relieve Contractor of its obligations for the remainder of the Project.

**4.3 Final Acceptance Date.** Contractor shall achieve Final Acceptance no later than the Final Acceptance Date.

**4.4 Time is of the Essence.** Time is of the essence with respect to all dates and deadlines set forth in this Agreement and the Implementation Schedule. Contractor acknowledges that the District's ability to utilize the Project and realize energy savings and operational benefits is materially dependent on timely completion.

**4.5** v. **School Calendar Coordination.** Contractor acknowledges that the District operates on an academic calendar and that certain Work must be scheduled to avoid disruption to instructional activities. Contractor shall:

**A.** Coordinate all Work with the District's academic calendar (provided as Exhibit 1 to Schedule A);

**B.** Schedule disruptive activities, noisy work, and work in occupied instructional spaces during non-instructional hours, weekends, holidays, and breaks unless the District provides prior written approval;

**C.** Provide advance notice of any planned service interruptions or temporary unavailability of facilities; and

**D.** Minimize disruption to District operations at all times.

**4.6 Implementation Schedule.**

**A.** Contractor shall prepare and submit to the District for approval a detailed Implementation Schedule no later than fifteen (15) calendar days after the Date of Commencement. The Implementation Schedule shall include:

i. Sequencing of Work by Site and Measure;

ii. Milestones for procurement, fabrication, delivery, installation, testing, and commissioning;

iii. Coordination with the District's academic calendar;

iv. Critical path activities and dependencies;

v. Subcontractor mobilization and substantial activity periods;

vi. Inspection and approval hold points; and

vii. Submittal and approval deadlines.

**B.** The District shall review and approve or comment on the Implementation Schedule within ten (10) business days of receipt. Contractor shall incorporate the District's comments and resubmit for approval.

**C.** Contractor shall update the Implementation Schedule monthly and submit the updated schedule to the District with each Application for Payment. Any revision that affects milestone dates or the critical path requires prior written approval by the District.

**D.** The approved Implementation Schedule does not relieve Contractor of its obligation to achieve Substantial Completion and Final Acceptance by the dates specified in this Agreement.

**4.7 No Liquidated Damages.** This Agreement does not provide for liquidated damages for delay. The District reserves all rights and remedies available at law or in equity for breach of Contractor's obligation to complete the Work timely, including the right to terminate this Agreement in accordance with Article 14.

## ARTICLE 5 — CONTRACTOR'S OBLIGATIONS

**5.1 General Standard of Performance.** Contractor shall perform the Contract Services in a good and workmanlike manner consistent with the degree of skill and care ordinarily exercised by contractors performing similar work on similar projects. Contractor warrants that it possesses the expertise, experience, properly licensed personnel, and financial capacity necessary to perform the Contract Services.

**5.2 Supervision and Control.**

**A.** Contractor shall supervise, direct, and control the Work and shall be solely responsible for all construction means, methods, techniques, sequences, and procedures.

**B.** Contractor shall maintain competent supervision on-site at all times during performance of the Work. The Program Manager or a designated qualified representative shall be present on-site whenever Contractor's forces or Subcontractors are working.

**C.** Contractor shall employ a sufficient number of skilled workers and maintain adequate materials and equipment to complete the Work in accordance with the Implementation Schedule.

**5.3 Permits, Approvals, and Fees.**

**A.** Except for permits and fees that Texas law requires the District to obtain in its own name, Contractor shall obtain and pay for all permits, licenses, approvals, inspections, and fees required for lawful prosecution and completion of the Work.

**B.** Contractor shall cooperate with the District and provide documentation and technical information reasonably necessary for the District to obtain any permits or approvals that must be issued in the District's name.

**C.** Contractor shall schedule and coordinate all required inspections by governmental authorities and shall promptly correct any deficiencies identified by inspectors.

**D.** Contractor shall obtain and deliver to the District final approvals, certificates of occupancy (if applicable), and sign-offs from all authorities having jurisdiction prior to Final Acceptance.

**5.4 Compliance with District Policies.** Contractor and all Subcontractors and their respective employees, agents, and representatives shall comply with all District policies applicable to contractors and visitors, including:

**A.** Drug-free, alcohol-free, tobacco-free, and weapon-free workplace policies;

**B.** Harassment-free workplace policies;

**C.** Identification badge and sign-in requirements;

**D.** Parking and site access restrictions; and

**E.** Conduct and safety standards.

**5.5 Safety.**

**A.** Contractor shall be solely responsible for safety precautions and programs in connection with the Work and shall comply with all applicable federal, state, and local safety laws, regulations, and standards, including Occupational Safety and Health Administration (OSHA) requirements.

**B.** Contractor shall take all necessary precautions for the safety of, and shall provide reasonable protection to prevent injury, damage, or loss to:

**1.** All persons on or near the Sites, including employees, students, District personnel, and visitors;

**2.** The Work and all materials and equipment to be incorporated into the Work; and

**3.** Other property at the Sites or adjacent thereto, including existing structures, utilities, landscaping, and personal property.

**C.** Contractor shall immediately report to the District any accident, injury, or property damage occurring in connection with the Work.

**D.** Contractor shall maintain Material Safety Data Sheets (MSDS) or Safety Data Sheets (SDS) for all hazardous materials brought onto the Sites and shall make such sheets available to the District upon request.

**5.6 Site Conditions and Access.**

**A. Site Investigation.** Contractor acknowledges that it has investigated the Sites and is familiar with local conditions affecting the Work. Contractor has satisfied itself

regarding access, egress, site topography, existing utilities and structures, and all other conditions that may affect performance of the Work.

**B. Access.** The District shall provide Contractor with access to the Sites during the hours specified in the Implementation Schedule. Contractor shall confine its operations to areas designated by the District and shall not unreasonably encumber the Sites with materials or equipment.

**C. Use of Facilities.** Contractor may use existing District utilities (electric, water, and sanitary facilities) for construction purposes at no charge to Contractor. Contractor shall not overload any utility system and shall coordinate all utility shutdowns or tie-ins with the District at least seventy-two (72) hours in advance.

**D. After-Hours Access.** Contractor and its Subcontractors may access the Sites during non-business hours, weekends, and holidays as necessary to maintain the Implementation Schedule. Contractor shall provide advance notice of after-hours work and shall comply with the District's security and access procedures. Any work during occupied hours shall be performed with minimal disruption to District operations.

**5.7 Waste Materials and Site Cleanliness.**

**A.** Contractor shall keep the Sites and surrounding areas free from accumulation of waste materials, debris, and rubbish caused by the Work. Contractor shall provide containers for waste and shall arrange for regular removal.

**B.** At the completion of the Work at each Site or portion thereof, and upon Final Acceptance of the entire Project, Contractor shall remove from and about the Sites all waste materials, rubbish, tools, construction equipment, machinery, and surplus materials.

**C.** Contractor shall leave each area of the Sites in a clean, safe, and presentable condition satisfactory to the District.

**5.8 Protection of Existing Property.**

**A.** Contractor shall protect existing structures, utilities, equipment, landscaping, paving, and other improvements at the Sites from damage during the Work.

**B.** Contractor shall promptly repair or replace, at no cost to the District, any property damaged by Contractor, Subcontractors, or anyone for whose acts Contractor is responsible. If Contractor fails to make such repairs within seven (7) calendar days after notice from the District, the District may complete the repairs and deduct the cost from amounts due or to become due to Contractor.

**5.9 Utilities and Services.** Contractor shall coordinate all disconnections, shutdowns, or modifications to existing utilities serving the Sites with the District at least seventy-two (72) hours in advance and shall perform such work in a manner that minimizes disruption to District operations.

**5.10 Subcontractors.**

**A.** Contractor shall submit to the District for review and approval, prior to commencement of Work, a list of all proposed Subcontractors, including the scope of work to be performed by each. The District may object to any proposed Subcontractor on reasonable grounds.

**B.** Contractor shall not substitute or add Subcontractors without prior written approval of the District, which approval shall not be unreasonably withheld.

**C.** All subcontracts shall require the Subcontractor to be bound to Contractor by terms consistent with this Agreement and to assume toward Contractor all obligations and responsibilities that Contractor assumes toward the District.

**D.** Contractor shall be fully responsible to the District for all acts and omissions of Subcontractors and persons directly or indirectly employed by Subcontractors to the same extent as Contractor is responsible for its own acts and omissions.

**E.** Contractor shall ensure that all Subcontractors comply with all requirements of this Agreement, including insurance, bonding, safety, background check, and certification requirements.

**5.11 Program Manager and Key Personnel.**

**A.** Contractor shall designate a Program Manager who shall serve as Contractor's authorized representative with full authority to act on behalf of Contractor in all matters relating to the Work. The Program Manager shall be provided in writing and shall not be changed unless changed by written notice to the District.

**B.** Contractor shall not remove or replace the Program Manager or other key personnel identified in writing to the district without the District's prior written consent. If the District objects to any key personnel for reasonable cause, Contractor shall promptly replace such individual with a qualified substitute acceptable to the District.

**C.** The Program Manager or an authorized designee shall be present on-site during all Work activities and shall be available to the District during normal business hours.

**5.12 Coordination and Meetings.**

**A.** Contractor shall attend a pre-construction conference with the District prior to commencement of Work.

**B.** Contractor shall conduct progress meetings at least monthly during the Implementation Period, or more frequently if requested by the District. Contractor shall provide advance written notice and agenda for each meeting.

**C.** Contractor shall prepare and distribute to the District written minutes of all meetings within five (5) business days.

**D.** Contractor shall participate in additional meetings as reasonably requested by the District to address issues or coordinate activities.

**5.13 Submittals.**

**A.** Contractor shall submit to the District for review and approval, in accordance with the schedule set forth in the Implementation Schedule:

**1.** Shop drawings, product data, and samples for all equipment and materials to be incorporated into the Work;

**2.** Manufacturer literature and specifications;

**3.** Proposed substitutions or equivalents (subject to District approval);

**4.** Test reports and certifications; and

**5.** As-built drawings and record documents.

**B.** The District shall review submittals within fifteen (15) business days of receipt and shall approve, approve with comments, or reject each submittal. Contractor shall not proceed with affected Work until submittals are approved.

**C.** District review of submittals does not relieve Contractor of responsibility for errors or omissions in the submittals or for compliance with the Contract Documents.

**5.14 Correction of Work.**

**A.** Contractor shall promptly correct all Work rejected by the District as defective or failing to conform to the Contract Documents, whether observed before or after Substantial Completion and whether or not fabricated, installed, or completed.

**B.** If Contractor fails to correct defective or non-conforming Work within seven (7) calendar days after written notice from the District, or fails to commence and diligently pursue correction if more than seven days is reasonably required, the District may:

**1.** Correct the defective Work itself or engage a third party to do so and deduct all costs from amounts due or to become due to Contractor, plus fifteen percent (15%) for the District's administrative costs; or

**2.** Terminate this Agreement for default in accordance with Article 14.

**5.15 Testing and Commissioning.**

**A.** Contractor shall test and commission all Measures in accordance with the requirements set forth in Schedule A, applicable industry standards, and manufacturer recommendations.

**B.** Contractor shall provide the District with at least ten (10) business days' advance written notice of all scheduled tests. The District shall have the right to witness all tests.

**C.** Contractor shall document all testing and commissioning activities and provide written reports to the District demonstrating that all Measures and systems comply with the Contract Documents and perform as specified.

**D.** Contractor shall correct all deficiencies identified during testing and recommission affected systems until satisfactory performance is achieved.

**5.16 Training.**

**A.** Contractor shall provide comprehensive training to District operations and maintenance personnel on the operation, maintenance, and troubleshooting of all installed Measures and systems.

**B.** Contractor shall provide training materials, including operation and maintenance manuals, in both printed and electronic formats.

**C.** Training shall be scheduled at times convenient to the District and shall be completed prior to Final Acceptance.

**5.17 Documentation.** Upon completion of the Work and as a condition of Final Acceptance, Contractor shall deliver to the District:

**A.** Two (2) complete sets of as-built drawings in electronic CAD format and one set of printed drawings, showing all deviations from the original design and the final installed configuration of all systems;

**B.** Two (2) complete sets of operation and maintenance manuals covering all installed equipment and systems, including manufacturer literature, parts lists, maintenance schedules, and troubleshooting guides;

**C.** All Manufacturer's Warranties, properly executed in favor of the District;

**D.** Certificates of compliance and inspection reports from all authorities having jurisdiction;

**E.** Training completion records signed by District personnel;

**F.** Final commissioning reports;

**G.** Contractor's final release and affidavit (Texas Government Code § 2253.041);

**H.** Final releases of lien from all Subcontractors and suppliers; and

**I.** Any other documentation required by the Contract Documents.

## ARTICLE 6 — DISTRICT'S OBLIGATIONS

**6.1 Cooperation.** The District shall cooperate with Contractor and provide reasonable assistance to facilitate timely completion of the Work, including:

**A.** Providing access to the Sites in accordance with the Implementation Schedule;

**B.** Providing information in the District's possession reasonably necessary for the Work;

**C.** Designating a representative authorized to act on behalf of the District; and

**D.** Reviewing and responding to submittals, requests for information, and Change Order requests within the time periods specified in this Agreement.

**6.2 District Representative.** The District's authorized representative for this Agreement is John Modica or such other individual as the District may designate by written notice to Contractor. The District Representative shall have authority to:

- **A.** Approve or reject submittals, applications for payment, and Change Orders as authorized by the Board;
- **B.** Issue interpretations and clarifications of the Contract Documents;
- **C.** Conduct inspections and approve the Work; and
- **D.** Take other actions on behalf of the District as expressly authorized.

**6.3 Information and Documents.** The District shall furnish to Contractor information and documents in the District's possession that are necessary for performance of the Work. The District makes no representation or warranty regarding the accuracy, sufficiency, or completeness of any such information or documents, and Contractor shall verify all information.

**6.4 Access and Utilities.** The District shall provide Contractor with access to the Sites and the use of existing utilities as set forth in Section 5.6.

**6.5 Permits in District's Name.** The District shall apply for and obtain permits that Texas law requires be issued in the District's name. Contractor shall provide all technical information and documentation necessary for such permits and shall reimburse the District for permit fees unless otherwise agreed.

**6.6 No Waiver of Immunity.** Nothing in this Agreement constitutes or shall be construed as a waiver of the District's sovereign or governmental immunity from suit or liability.

## ARTICLE 7 — PAYMENT AND PERFORMANCE BONDS

**7.1 Bond Requirement.** In accordance with Texas Government Code Chapter 2253, Contractor shall furnish payment and performance bonds as required for public works contracts exceeding $100,000.

**7.2 Bond Amount and Form.**

- **A.** Contractor shall furnish to the District, prior to commencement of any Work, a payment bond and a performance bond, each in the full amount of the Contract Sum.
- **B.** The bonds shall be issued by a corporate surety authorized and admitted to do business in the State of Texas and shall be in a form approved by the District and in compliance with Texas Government Code §§ 2253.021 and 2253.022.
- **C.** The surety shall have a current A.M. Best rating of "A-" or better and a financial size category of VIII or larger.

**7.3 Scope of Bonds.**

**A.** The payment bond shall guarantee payment of all claims for labor and materials furnished in prosecution of the Work as required by Texas Government Code § 2253.021.

**B.** The performance bond shall guarantee the faithful performance of the Work in accordance with the Contract Documents and completion of the Work as required by Texas Government Code § 2253.022.

**C.** The bonds shall guarantee only the performance of the implementation and installation of the Project during the Implementation Period. The bonds do not guarantee energy savings, maintenance services, or warranties extending beyond one (1) year from Final Acceptance.

**7.4 Benefit of Bonds.** The payment bond shall inure to the benefit of all persons entitled to claim under Texas Government Code § 2253.021. The performance bond shall inure to the benefit of the District.

**7.5 Change Orders.** The bonds shall remain in full force and effect for all Change Orders. Contractor shall provide written notice of Change Orders to the surety, but the District is not required to obtain surety consent to any Change Order.

**7.6 Evidence of Authority.** Contractor shall provide evidence satisfactory to the District that the individual executing the bonds on behalf of the surety has authority to bind the surety.

## ARTICLE 8 — INSURANCE

**8.1 Insurance Requirements.**

**A.** Contractor shall procure and maintain, at its sole expense, insurance coverage from companies lawfully authorized to do business in the State of Texas for protection from claims arising out of or related to performance of the Work.

**B.** All policies shall be maintained continuously from the Date of Commencement through Final Acceptance and for such additional periods as specified herein.

**C.** All insurance carriers shall have a current A.M. Best rating of "A-" or better and a financial size category of VIII or larger.

**8.2 Required Coverage.** Contractor shall maintain the following minimum insurance coverage:

**A. Workers' Compensation Insurance.** Workers' compensation insurance with statutory limits as required by the Texas Workers' Compensation Act (Tex. Lab. Code Ann. § 401.001 et seq.) and employer's liability insurance with minimum limits of Five Hundred Thousand Dollars ($500,000) per accident, Five Hundred Thousand Dollars ($500,000) disease policy limit, and Five Hundred Thousand Dollars ($500,000) disease each employee. The policy shall include a Waiver of Subrogation endorsement in favor of the District.

**B. Commercial General Liability Insurance.** Commercial general liability insurance covering bodily injury, property damage, personal injury, and advertising injury with minimum limits of One Million Dollars ($1,000,000) per occurrence and Two Million Dollars ($2,000,000) general aggregate. The Products-Completed Operations aggregate limit shall be not less than One Million Dollars ($1,000,000). The policy shall:

i. Name the District as an Additional Insured by appropriate endorsement;

ii. Include a Waiver of Subrogation endorsement in favor of the District;

iii. Cover liability arising out of the Work, including premises/operations, independent contractors, products/completed operations, personal injury, and contractual liability; and

iv. Provide that the District's own insurance is excess and non-contributory.

**C. Business Automobile Liability Insurance.** Business automobile liability insurance covering all owned, non-owned, leased, and hired vehicles used in connection with the Work, with a minimum combined single limit of One Million Dollars ($1,000,000) for bodily injury and property damage per accident.

**D. Professional Liability Insurance.** Professional liability (errors and omissions) insurance covering claims arising from professional services related to design, engineering, and consulting services, with a per-claim limit of not less than One Million Dollars ($1,000,000) and an annual aggregate limit of not less than Two Million Dollars ($2,000,000). This coverage shall be maintained for a period of not less than two (2) years following Final Acceptance.

**E. Builder's Risk Insurance.** All-risk builder's risk insurance on an installation floater or completed value basis in an amount equal to the full insurable value of the Work. The policy shall:

1. Name the District as a named insured or loss payee;
2. Cover the Work, temporary structures, materials, and equipment stored on-site or in transit;
3. Include coverage for collapse, water damage, vandalism, and malicious mischief; and
4. Remain in effect until Final Acceptance.

**8.3 Evidence of Insurance.**

**A.** Prior to the Date of Commencement, Contractor shall deliver to the District certificates of insurance and certified copies of all required endorsements evidencing the coverage required by this Article.

**B.** All certificates and endorsements shall be on forms approved by the Texas Department of Insurance and shall expressly evidence the required coverage, limits, additional insured status, and waivers of subrogation.

**C.** Each certificate shall contain a provision that coverage will not be canceled, materially changed, or non-renewed without at least thirty (30) days' prior written notice to the District.

**8.4 Subcontractor Insurance.** Contractor shall require all Subcontractors to maintain insurance coverage in amounts and types reasonably appropriate to their respective scopes of work and shall ensure that the District is named as additional insured on all Subcontractor liability policies.

**8.5 No Limitation on Liability.** Contractor's insurance coverage shall not be construed to limit Contractor's liability or obligations under this Agreement.

**8.6 Compliance with Texas Administrative Code Rule 110.110.** Contractor shall comply with all requirements of 28 Texas Administrative Code § 110.110 regarding workers' compensation insurance coverage verification.

## ARTICLE 9 — CHANGE ORDERS

**9.1 Authority to Order Changes.** The District may, at any time and from time to time, order additions, deletions, or modifications to the Work by issuing a Change Order. Contractor may request changes to the Work, subject to the District's sole discretion to approve, reject, or condition any such request.

**9.2 Change Order Process.**

**A.** Either party may propose a change to the Work by submitting a written request describing the proposed change in reasonable detail.

**B.** If the District initiates a change, Contractor shall, within ten (10) business days of receipt of the request, provide the District with a written proposal setting forth:

1. A detailed description of the change;
2. The effect on the Contract Sum, itemized by labor, materials, equipment, and overhead;
3. The effect on the Contract Time and Implementation Schedule;
4. Any impact on other portions of the Work; and
5. Supporting documentation, including quotations from Subcontractors and suppliers.

**C.** The parties shall negotiate in good faith to reach agreement on the terms of the Change Order. No change shall be effective until a written Change Order is executed by both parties.

**D.** All adjustments to the Contract Sum under a Change Order shall be based on mutual agreement of a lump-sum price. Contractor shall provide supporting documentation sufficient to enable the District to evaluate the reasonableness of the proposed adjustment.

**9.3 Pricing of Changes.** Unless otherwise agreed, changes in the Work shall be priced in accordance with the following:

**A.** For work added to the Contract, Contractor's actual costs for labor, materials, and equipment, plus fifteen percent (15%) for overhead and profit;

**B.** For work deleted from the Contract, a deduction equal to the cost Contractor would have incurred, less fifteen percent (15%) representing Contractor's overhead and profit; and

**C.** The District may require competitive quotations from Subcontractors for any significant change.

**9.4 Concealed Conditions.**

**A.** If Contractor encounters Concealed Conditions at any Site, Contractor shall immediately cease work in the affected area and promptly notify the District in writing.

**B.** Contractor shall document the Concealed Conditions with photographs and written descriptions and shall not proceed with work in the affected area until directed by the District.

**C.** If such Concealed Conditions cause an increase or decrease in Contractor's cost or time required for performance of the Work, the parties shall negotiate an equitable adjustment to the Contract Sum and Contract Time by Change Order.

**D.** Contractor shall not be entitled to any adjustment for conditions that a reasonable contractor would have discovered through site investigation prior to execution of this Agreement or that are within the scope of risks Contractor expressly assumed under this Agreement.

**9.5 Emergency Changes.** In the event of an emergency endangering life, health, or property, Contractor may proceed with necessary protective measures without prior authorization and shall notify the District as promptly as possible. The parties shall negotiate an equitable adjustment by Change Order.

**9.6 No Oral Modifications.** No oral instruction, authorization, or agreement shall constitute a Change Order or otherwise modify this Agreement. Contractor proceeds with changed or additional work at its own risk unless and until a written Change Order is fully executed.

**9.7 Continuing Performance.** Contractor shall continue to perform the Work in accordance with the Contract Documents while any Change Order proposal is under consideration, unless the District directs a suspension in writing.

## ARTICLE 10 — DELAYS AND EXTENSION OF TIME

**10.1 Excusable Delays.** If Contractor is delayed in the progress of the Work by any of the following causes, the Contract Time shall be extended by Change Order for a period equal to the time lost due to such delay:

- **A.** Acts or omissions of the District or the District's separate contractors;
- **B.** Changes ordered in the Work;
- **C.** Concealed Conditions as defined in this Agreement;
- **D.** Strikes, lockouts, or other labor disputes beyond Contractor's control, provided Contractor is not a party to the dispute;
- **E.** Fire, flood, tornado, earthquake, or other Acts of God;
- **F.** Epidemics, pandemics, or quarantine restrictions imposed by governmental authority;
- **G.** Freight embargoes or transportation delays beyond Contractor's reasonable control;
- **H.** Abnormal adverse weather conditions not reasonably anticipatable based on historical data for the locality;
- **I.** Delays in obtaining governmental permits, approvals, or inspections caused by circumstances beyond Contractor's control, provided Contractor submitted complete applications in a timely manner; or
- **J.** Any other cause beyond the reasonable control of Contractor and not attributable to Contractor's fault or negligence.

**10.2 Notice of Delay.** Contractor shall notify the District in writing of any delay within five (5) business days after Contractor knows or should have known of the delay. The notice shall describe the cause of the delay, the anticipated duration, and the impact on the critical path. Failure to provide timely notice shall constitute a waiver of Contractor's right to an extension of time unless the District had actual knowledge of the delay.

**10.3 Contractor's Duty to Mitigate.** Contractor shall take all reasonable steps to avoid, minimize, and mitigate the effects of any delay and shall prosecute the Work diligently during any period of delay.

**10.4 No Compensation for Delay.** Extension of the Contract Time shall be Contractor's sole and exclusive remedy for excusable delays. Contractor shall not be entitled to an increase in the Contract Sum or to compensation for extended overhead, standby costs, acceleration costs, loss of productivity, or any other costs or damages arising from delay, except to the extent the delay is caused by the District's breach of its express obligations under this Agreement.

**10.5 Suspension of Work by District.**

**A.** The District may, at any time and for any reason, suspend all or any portion of the Work by giving written notice to Contractor specifying the effective date and anticipated duration of the suspension.

**B.** Upon receipt of a suspension notice, Contractor shall:

**1.** Immediately suspend work in the affected areas;

**2.** Take all reasonable steps to protect and secure the Work, materials, and equipment;

**3.** Minimize costs during the suspension period; and

**4.** Cooperate with the District to facilitate resumption of the Work.

**5.** If a suspension ordered by the District for the District's convenience exceeds thirty (30) consecutive days, Contractor shall be entitled to an equitable adjustment in the Contract Sum for reasonable additional costs incurred as a direct result of the suspension, and the Contract Time shall be extended by the period of suspension. Contractor shall submit a written claim for adjustment within fifteen (15) days after resumption of work.

**10.6 Critical Path Analysis.** Extensions of time shall be granted only for delays that affect the critical path of the Work as shown in the approved Implementation Schedule. Contractor shall demonstrate by critical path analysis that the delay impacts the Substantial Completion Date or Final Acceptance Date.

## ARTICLE 11 — PAYMENT PROCEDURES

**11.1 Schedule of Values.**

**A.** Within fifteen (15) calendar days after the Date of Commencement, Contractor shall submit to the District a detailed Schedule of Values allocating the Contract Sum among the various portions of the Work and organized to facilitate evaluation of Applications for Payment.

**B.** The Schedule of Values shall subdivide the Work into component parts in sufficient detail to serve as the basis for progress payments and shall include a separate line item for Retainage.

**C.** The District shall review and approve the Schedule of Values before Contractor submits its first Application for Payment. The approved Schedule of Values shall serve as the basis for all progress payments.

**11.2 Applications for Payment.**

**A.** Contractor may submit an Application for Payment to the District once per month, based on the value of Work completed during the preceding monthly period.

**B.** Each Application for Payment shall:

1. Be submitted on AIA Document G702 and G703 or other form approved by the District;
2. Reference the approved Schedule of Values and itemize the value of Work completed for each line item;
3. Include supporting documentation, including invoices, delivery receipts, and lien releases as required by Section 11.6;
4. Certify that the Work covered by the Application has been completed in accordance with the Contract Documents;
5. Certify that all amounts previously paid have been applied to payment of Subcontractors and suppliers for Work covered by prior Applications; and
6. Include an updated copy of the Implementation Schedule showing progress to date.

**C.** The amount of each Application shall be based on the percentage of completion of each line item in the Schedule of Values, less Retainage.

**11.3 Retainage.**

**A.** The District shall withhold five percent (5%) of the amount of each Application for Payment as Retainage, in accordance with Texas Government Code § 2252.032.

**B.** Retainage shall be released as follows:

1. Fifty percent (50%) of the accumulated Retainage may be released when the Work is fifty percent (50%) complete, if the Work is progressing satisfactorily and Contractor is not in default;
2. The balance of Retainage shall be released upon Final Acceptance, subject to the conditions set forth in Section 11.VII.

**11.4 Review of Applications.**

**A.** The District shall review each properly submitted Application for Payment and approve, approve in part, or reject the Application within fifteen (15) business days of receipt.

**B.** The District may withhold approval of all or any portion of an Application for Payment to the extent necessary to protect itself from loss due to:

1. Defective Work not remedied;
2. Claims filed or reasonable evidence that claims will be filed by Subcontractors, suppliers, or other third parties;
3. Failure of Contractor to make payments to Subcontractors or suppliers;
4. Damage to the District or another contractor;
5. Reasonable doubt that the Work can be completed for the unpaid balance of the Contract Sum;

6. Unsatisfactory prosecution of the Work or failure to comply with the Implementation Schedule;
7. Failure to provide required documentation, insurance certificates, lien releases, or other submittals; or
8. Any other breach of this Agreement by Contractor.

**C.** If the District withholds approval of all or part of an Application, the District shall notify Contractor in writing of the reasons for such action.

**11.5 Payment Due Date.** The District shall pay approved amounts within thirty (30) days after approval of the Application for Payment. If applicable law requires interest on late payments, such interest shall accrue in accordance with Texas Government Code Chapter 2251.

**11.6 Conditional Payment and Lien Releases.**

**A.** Each Application for Payment (other than the first) shall be accompanied by:
1. Conditional lien releases from Contractor and all Subcontractors and suppliers who performed work or furnished materials covered by the prior Application for Payment; and
2. Unconditional lien releases from Contractor and all Subcontractors and suppliers who performed work or furnished materials covered by Applications prior to the most recent Application.

**B.** The final payment Application shall be accompanied by unconditional lien releases from Contractor and all Subcontractors and suppliers covering all Work.

**11.7 Final Payment.**

**A.** Upon completion of all Work and satisfaction of all conditions precedent to Final Acceptance, Contractor shall submit a final Application for Payment.

**B.** Final payment shall not be due until Contractor has delivered to the District:
1. All documentation required under Section 5.17;
2. Unconditional final releases of lien from Contractor and all Subcontractors and suppliers;
3. A final affidavit in the form required by Texas Government Code § 2253.041(a);
4. Evidence that all fees, taxes, and charges related to the Work have been paid;
5. Consent of surety to final payment;
6. Final commissioning reports demonstrating that all systems perform in accordance with the Contract Documents; and
7. Any other documentation required by the Contract Documents.

**C.** The District shall review the final Application and supporting documentation and, if satisfactory, shall issue Final Acceptance and make final payment within thirty (30) days.

**D.** Acceptance of final payment by Contractor shall constitute a waiver of all claims by Contractor against the District except for claims previously made in writing and still unsettled.

**11.8 Payment to Subcontractors.** Pursuant to Texas Government Code § 2251.022, Contractor shall pay each Subcontractor and supplier within ten (10) days after receipt of payment from the District for work performed or materials furnished by such Subcontractor or supplier. Contractor shall provide the District with evidence of such payments if requested.

**11.9 No Liens on Public Property.** Contractor acknowledges that the Sites are public property and that no mechanic's lien, materialman's lien, or other lien may attach to the Sites or any public property of the District under Texas Property Code § 53.054 and Texas Government Code § 2253.021. The payment bond required under Article 7 provides the exclusive security for all claims for labor and materials.

## ARTICLE 12 — WARRANTIES AND RISK OF LOSS

**12.1 Contractor's Warranty.**

**A.** Contractor warrants to the District that:

1. All materials and equipment furnished under this Agreement will be new unless otherwise specified in the Contract Documents, of good quality, and free from defects in materials and workmanship;
2. All Work will be performed in accordance with the Contract Documents and will be free from defects not inherent in the quality required or permitted;
3. All Work will conform to the requirements of the Contract Documents and will be fit for the purposes intended;
4. All installed Measures and systems will operate properly and will perform in accordance with the Contract Documents and manufacturer specifications;
5. Contractor has good title to all materials and equipment incorporated into the Work and will convey such title free and clear of all liens, claims, security interests, and encumbrances upon incorporation into the Work or upon payment by the District, whichever occurs first; and
6. All Work complies with applicable laws, codes, regulations, and standards.

**B.** This warranty is in addition to, and not in limitation of, any other warranties required by law or provided by manufacturers or suppliers.

**12.2 Warranty Period.** The warranty period for the Work shall be twelve (12) months, commencing on the date of Substantial Completion for each respective Measure or portion

of the Work, and ending twelve (12) months thereafter, unless a longer warranty period is specified in Schedule A for specific Measures or systems.

**12.3 Exclusions from Warranty.** Contractor's warranty obligations do not extend to damage or defects caused by:

**A.** Abuse, misuse, or neglect by the District or third parties;

**B.** Modifications, alterations, or repairs not executed or approved in writing by Contractor;

**C.** Improper or insufficient maintenance or operation by the District after Contractor has provided training and written maintenance instructions;

**D.** Normal wear and tear under normal usage and service;

**E.** Acts of God, including fire, flood, windstorm, earthquake, lightning, or other natural disasters; or

**F.** Failure of utility services or equipment not furnished or controlled by Contractor.

**12.4 Warranty Enforcement.**

**A.** If, at any time during the warranty period, the District discovers any failure or breach of Contractor's warranties, the District shall notify Contractor in writing describing the defect or failure.

**B.** Contractor shall, within five (5) business days after receipt of written notice from the District (or such shorter period as may be required in the case of an emergency affecting health, safety, or critical District operations), commence correction of the defect or failure and shall diligently pursue such correction to completion at no cost to the District.

**C.** Corrective action shall include all necessary removal, disassembly, repair, replacement, reassembly, retesting, recommissioning, and restoration of affected areas, and shall be performed in a manner that minimizes disruption to District operations.

**D.** If Contractor fails to commence or diligently pursue corrective action within the time specified, the District may, upon written notice to Contractor:

**1.** Undertake correction itself or engage a third party to perform the correction, and Contractor shall reimburse the District for all reasonable costs incurred, plus fifteen percent (15%) for administrative overhead; or

**2.** Exercise any other right or remedy available under this Agreement or at law or in equity.

**E.** All Work performed to correct warranty defects shall itself be warranted for an additional twelve (12) months from the date of completion of the corrective work.

**12.5 Manufacturer's Warranties.**

**A.** At Final Acceptance, or upon Substantial Completion of individual Measures as applicable, Contractor shall deliver to the District two (2) complete sets of all Manufacturer's Warranties for all equipment, materials, systems, and components incorporated into the Work.

**B.** All Manufacturer's Warranties shall:

**1.** Be issued in the name of and for the benefit of the District, or be freely assignable and assigned to the District without restriction;

**2.** Commence on the date of Substantial Completion or such other date as may be more favorable to the District;

**3.** Provide warranty periods and terms not less favorable to the District than those standard for the applicable industry and equipment type; and

**4.** Be in full force and effect, with all conditions precedent satisfied by Contractor.

**C.** Manufacturer's Warranties are in addition to and not in lieu of Contractor's warranty. The District is entitled to enforce both Contractor's warranty and any applicable Manufacturer's Warranty, and may elect to pursue remedies under either or both.

**D.** Contractor shall provide reasonable assistance to the District in enforcing Manufacturer's Warranties, including processing claims and coordinating manufacturer service.

**12.6 Risk of Loss.**

**A.** Contractor shall bear the risk of loss, damage to, or destruction of the Work, materials, and equipment until Final Acceptance of the entire Project, regardless of the cause of such loss, damage, or destruction, except to the extent caused by the sole negligence or willful misconduct of the District.

**B.** If any portion of the Work is lost, damaged, or destroyed prior to Final Acceptance, Contractor shall, at its sole expense, promptly repair, restore, or replace the affected Work to conform to the Contract Documents.

**C.** Contractor's builder's risk insurance required under Article 8 shall provide primary coverage for such loss, damage, or destruction.

## ARTICLE 13 — INDEMNIFICATION AND LIABILITY

**13.1 Indemnification by Contractor.**

**A.** To the fullest extent permitted by law, Contractor shall indemnify, defend with counsel reasonably acceptable to the District, and hold harmless the District and its officers, employees, agents, Board members, and representatives (collectively, "**District Indemnitees**") from and against all claims, damages, losses, liabilities, costs, and expenses, including reasonable attorneys' fees and court costs, arising

out of or resulting from performance of the Contract Services, but only to the extent caused by:

1. Negligent acts, errors, or omissions of Contractor, any Subcontractor, anyone directly or indirectly employed by any of them, or anyone for whose acts any of them may be liable; or
2. Breach of this Agreement by Contractor.

**B.** The indemnification obligations set forth in this Section apply to claims for bodily injury, sickness, disease, or death, and to injury to or destruction of tangible property (including loss of use resulting therefrom), but only to the extent caused by the negligent acts or omissions or breach of contract described in subsection (A) above.

**C.** In no event shall the indemnification obligations set forth in this Section apply to liability caused by the sole negligence or willful misconduct of a District Indemnitee.

**13.2 Defense Obligations.** If any claim, lawsuit, or proceeding is brought against any District Indemnitee for which Contractor owes indemnification under this Article, Contractor shall, upon written notice from the District:

**A.** Promptly retain qualified legal counsel reasonably acceptable to the District to defend the District Indemnitee;

**B.** Pay all costs of defense, including attorneys' fees, expert fees, and litigation expenses;

**C.** Keep the District informed of the status of the claim and all settlement negotiations; and

**D.** Not settle any claim without the prior written consent of the District if such settlement imposes any obligation on, or requires any admission by, any District Indemnitee.

**13.3 No Limitation by Insurance.** Contractor's indemnification obligations under this Article shall not be limited by the limits of any insurance required to be carried by Contractor under this Agreement.

**13.4 Limitation of Contractor's Liability.**

**A.** Notwithstanding any other provision of this Agreement, the total aggregate liability of Contractor to the District for all claims, demands, losses, damages, costs, and expenses arising out of or related to this Agreement, whether based on contract, tort (including negligence), strict liability, or any other theory, shall not exceed **Ten Million Dollars ($10,000,000.00)**.

**B.** The limitation set forth in subsection (A) does not apply to, and no credit shall be issued against such liability limitation for:

1. Contractor's indemnification obligations under Section 13.1 to the extent such obligations relate to third-party claims for bodily injury, death, or property damage;
2. Contractor's obligations under Section 13.7 (Royalties and License Fees) as they relate to intellectual property infringement claims;
3. Contractor's obligations to pay Subcontractors and suppliers and to obtain release of liens or bond claims;
4. Claims arising from fraudulent acts or willful misconduct of Contractor; or
5. Claims arising from Contractor's gross negligence.

**13.5 Limitation of District's Liability.**

**A.** In no event, whether as a result of breach of contract, termination, delay, negligence, or otherwise, shall the District be liable to Contractor for:

1. Loss of anticipated profits or revenue;
2. Loss of use of equipment or facilities;
3. Cost of capital or loss of bonding capacity;
4. Claims of Subcontractors or suppliers against Contractor; or
5. Any other indirect, incidental, special, consequential, or punitive damages of any nature.

**B.** The District's total aggregate liability to Contractor for any claim arising out of or related to this Agreement shall not exceed the lesser of: (i) the value of Work satisfactorily performed by Contractor and not previously paid, or (ii) the unpaid portion of the Contract Sum as of the date the claim arises.

**13.6 Workers' Compensation Indemnity.** In claims against any District Indemnitee by an employee of Contractor, any Subcontractor, anyone directly or indirectly employed by any of them, or anyone for whose acts they may be liable, the indemnification obligation under Section 13.7 shall not be limited by any limitation on the amount or type of damages, compensation, or benefits payable by or for Contractor or any Subcontractor under workers' compensation acts, disability benefit acts, or other employee benefit acts.

**13.7 Intellectual Property Indemnity.**

**A.** Contractor shall pay all royalties and license fees required for the Contract Services to be performed and for use of the Measures by the District.

**B.** Contractor shall indemnify, defend, and hold harmless the District Indemnitees from and against all claims, damages, losses, liabilities, costs, and expenses (including reasonable attorneys' fees) arising out of or related to any claim that the Work, the Measures, or the District's use thereof infringes or misappropriates any patent, copyright, trade secret, trademark, or other intellectual property right of any third party.

**C.** If any Measure or element of the Work becomes, or in Contractor's opinion is likely to become, the subject of an infringement claim, Contractor shall, at its sole expense and option:

**1.** Procure for the District the right to continue using the affected item;

**2.** Replace the affected item with a non-infringing equivalent that satisfies the Contract Documents; or

**3.** Modify the affected item to render it non-infringing while satisfying the Contract Documents.

**13.8 Survival.** The indemnification obligations set forth in this Article shall survive Final Acceptance and final payment and shall continue in full force and effect for the maximum period permitted by applicable law.

## ARTICLE 14 — TERMINATION

**14.1 Termination for Contractor Default.**

**A.** The District may terminate this Agreement for default if Contractor:

**1.** Fails to commence the Work in accordance with the Implementation Schedule;

**2.** Fails to perform the Work with sufficient workers, equipment, or materials to ensure timely completion;

**3.** Fails to make prompt payment to Subcontractors or suppliers for labor, materials, or equipment;

**4.** Persistently disregards laws, ordinances, or rules, regulations, or orders of any public authority having jurisdiction;

**5.** Otherwise materially breaches any provision of this Agreement and fails to cure such breach within ten (10) calendar days after receipt of written notice from the District specifying the breach, or, if the breach cannot reasonably be cured within ten (10) days, fails to commence cure within such period and diligently prosecute cure to completion;

**6.** Becomes insolvent, makes a general assignment for the benefit of creditors, files a petition in bankruptcy, has an involuntary petition in bankruptcy filed against it that is not dismissed within sixty (60) days, is adjudicated bankrupt, or has a receiver or trustee appointed; or

**7.** Fails to maintain required insurance or bonds.

**B.** Upon termination for default, the District may:

**1.** Take possession of the Sites and all materials, equipment, tools, and construction equipment thereon;

**2.** Complete the Work itself or by contract with one or more third parties;

**3.** Withhold further payments to Contractor;

4. Take assignment of subcontracts and purchase orders;
5. Require Contractor to assign all right, title, and interest in materials, equipment, and submittals to the District; and
6. Exercise any other right or remedy available at law or in equity.

**C.** Contractor shall not be entitled to receive further payment until the Work is fully complete. After completion, if the unpaid balance of the Contract Sum exceeds the District's cost of completing the Work (including all direct and indirect costs, professional fees, and attorneys' fees), such excess shall be paid to Contractor. If the District's cost of completing the Work exceeds the unpaid balance, Contractor shall pay the deficiency to the District upon demand, and the District may recover such amount from Contractor, the performance bond surety, or both.

**14.2 Termination for Convenience.**

**A.** The District may, at any time and for any reason, terminate this Agreement in whole or in part for the District's convenience by giving Contractor written notice specifying the effective date and scope of termination.

**B.** Upon receipt of a termination for convenience notice, Contractor shall:

1. Immediately cease performance of the Work to the extent specified in the notice;
2. Place no further orders or subcontracts for materials, services, or facilities, except as necessary to complete any continued portion of the Work;
3. Promptly terminate all subcontracts to the extent they relate to the terminated Work;
4. Settle all outstanding liabilities and claims arising out of such termination of subcontracts;
5. Take all necessary action to protect and preserve property in which the District has an interest;
6. Complete performance of any Work not terminated; and
7. Deliver to the District all completed or partially completed work product, materials, equipment, submittals, and other items for which Contractor has received payment.

**C.** In the event of termination for convenience, the District shall pay Contractor:

1. For all Work satisfactorily performed prior to the effective date of termination for which payment has not previously been made;
2. Reasonable costs incurred by Contractor in settling and paying claims arising out of termination of subcontracts, provided Contractor obtains the District's prior written approval of the settlement amount; and

3. Reasonable costs of termination, including demobilization costs, storage and protection costs, and administrative costs directly attributable to termination.

**D.** The District shall not be liable for loss of anticipated profits on Work not performed, overhead costs not directly attributable to this Agreement, or any other consequential damages.

**14.3 Termination by Contractor.**

**A.** If the District fails to make payment to Contractor in accordance with Article 11 and such failure is not subject to withholding under Section 11.4, Contractor may, upon ten (10) calendar days' written notice to the District, suspend performance of the Work until payment is made.

**B.** If the District fails to cure such payment default within thirty (30) calendar days after receiving written notice from Contractor, Contractor may terminate this Agreement upon additional written notice and shall be entitled to recover from the District:

1. Payment for all Work satisfactorily performed through the date of termination for which payment has not been made;
2. Reasonable demobilization costs; and
3. Proven direct costs incurred in reliance on this Agreement for which Contractor has not been compensated.

**C.** Contractor shall not be entitled to recover loss of anticipated profits, consequential damages, or any amount in excess of the unpaid portion of the Contract Sum for Work performed.

**14.4 Duties Upon Termination.** Upon termination of this Agreement for any reason, Contractor shall:

**A.** Immediately cease Work to the extent specified in the termination notice;

**B.** Deliver to the District all work product, documents, and materials for which the District has made payment;

**C.** Execute and deliver all assignments and documents requested by the District to vest in the District all right, title, and interest in materials, equipment, and work product;

**D.** Remove from the Sites all of Contractor's tools, equipment, materials, and personnel, unless the District requests that specific items remain;

**E.** Cooperate with the District or its designees to facilitate completion of the Work;

**F.** Provide all information and documentation necessary to permit the District to enforce warranties and pursue claims against Subcontractors and suppliers; and

**G.** Return or dispose of District property in accordance with the District's instructions.

**14.5 No Waiver.** No waiver by the District of any breach of this Agreement shall constitute a waiver of any other or subsequent breach, and no delay or omission by the District in

exercising any right or remedy shall operate as a waiver thereof or of any other right or remedy.

## ARTICLE 15 — HAZARDOUS MATERIALS

**15.1 Contractor's Responsibilities.**

**A.** Contractor's Scope of Work expressly excludes any services related to the identification, testing, abatement, removal, remediation, or disposal of Hazardous Materials or Mold, except to the extent such services are specifically identified and described in Schedule A.

**B.** Contractor shall not be responsible for any Hazardous Materials or Mold existing at the Sites prior to commencement of the Work or brought onto the Sites by parties other than Contractor or its Subcontractors.

**C.** Contractor shall handle, store, use, and dispose of all Hazardous Materials brought onto the Sites by Contractor or its Subcontractors in strict compliance with all applicable federal, state, and local laws and regulations, including the Resource Conservation and Recovery Act, the Comprehensive Environmental Response, Compensation, and Liability Act, and Texas Health and Safety Code Chapter 361.

**D.** Contractor shall not bring onto the Sites any Hazardous Materials except those reasonably necessary for performance of the Work. Contractor shall provide the District with Material Safety Data Sheets (MSDS) or Safety Data Sheets (SDS) for all such materials prior to bringing them onto the Sites.

**15.2 Discovery of Hazardous Materials.**

**A.** If Contractor encounters, discovers, or based on reasonable evidence suspects the presence of Hazardous Materials or Mold at any Site that were not specifically identified in Schedule A, Contractor shall:

**1.** Immediately cease Work in the affected area;

**2.** Notify the District in writing within twenty-four (24) hours;

**3.** Secure the affected area to prevent exposure of persons or spread of contamination;

**4.** Take reasonable steps to protect persons and property; and

**5.** Not resume Work in the affected area until authorized in writing by the District.

**B.** The District shall promptly investigate the reported condition and determine what action, if any, is necessary.

**C.** Contractor shall cooperate with the District and any environmental consultants or remediation contractors retained by the District.

**15.3 Adjustment for Hazardous Materials.**

**A.** If Contractor's work is delayed or suspended due to the discovery of Hazardous Materials or Mold not identified in Schedule A, the Contract Time shall be equitably adjusted by Change Order.

**B.** If the District elects to remediate Hazardous Materials or Mold and continue with the Work, the parties shall negotiate in good faith an equitable adjustment to the Contract Sum and Contract Time by Change Order to account for any impact on Contractor's performance.

**C.** If the District determines not to remediate or not to continue with the Work, the District may terminate this Agreement in accordance with Section 14.2 (Termination for Convenience).

**15.4 District's Representations.**

**A.** To the best of the District's knowledge, except as disclosed to Contractor in writing in Schedule A or other Contract Documents, there are no Hazardous Materials or Mold at the Sites that will affect, be affected by, come in contact with, or otherwise impact or interfere with the Work.

**B.** The District has not retained Contractor to discover, inspect, investigate, identify, test, remediate, or abate Hazardous Materials or Mold, except as specifically set forth in Schedule A.

**15.5 District's Indemnity.** To the extent permitted by Texas law, the District shall indemnify, defend, and hold harmless Contractor and its officers, employees, agents, and Subcontractors from and against claims, damages, losses, liabilities, costs, and expenses (including reasonable attorneys' fees) arising out of or related to Hazardous Materials or Mold existing at the Sites prior to commencement of the Work or brought onto the Sites by parties other than Contractor or its Subcontractors, provided that this indemnity shall not apply to the extent the claim arises from the negligence or willful misconduct of Contractor.

## ARTICLE 16 — DISPUTE RESOLUTION

**16.1 Disputes Regarding Substantial Completion.** Any dispute concerning whether Substantial Completion has been achieved shall be resolved in accordance with the following procedure:

**A.** Either party may submit the dispute to a third-party professional engineer licensed in the State of Texas and reasonably acceptable to both parties.

**B.** The engineer shall inspect the Work, review the Contract Documents, and issue a written determination within fifteen (15) business days.

**C.** The determination shall be non-binding, but both parties agree to give it good-faith consideration.

**D.** The parties shall share equally the fees and expenses of the third-party engineer.

**E.** If the parties do not mutually agree to accept the engineer's determination and are unable to resolve the dispute through negotiation and mediation the dispute shall be resolved in accordance with Section 16.3.

**16.2 Negotiation and Mediation.**

**A.** The parties shall attempt in good faith to resolve any dispute arising out of or related to this Agreement through direct negotiation between senior representatives of each party with authority to settle the dispute.

**B.** If the dispute is not resolved through negotiation within thirty (30) days after either party delivers written notice of the dispute to the other party, the parties shall submit the dispute to non-binding mediation.

**C.** The mediation shall be conducted in Denton County, Texas, under the Commercial Mediation Procedures of the American Arbitration Association or such other rules as the parties may agree.

**D.** Each party shall bear its own costs and expenses of mediation, and the parties shall share equally the mediator's fees and any filing fees.

**E.** Either party may initiate mediation by providing written notice to the other party. The mediation shall be scheduled within thirty (30) days of such notice unless the parties agree otherwise.

**16.3 Litigation.**

**A.** If a dispute is not resolved through negotiation and mediation, either party may pursue its legal remedies in a court of competent jurisdiction.

**B.** This Agreement shall be governed by and construed in accordance with the laws of the State of Texas, without regard to its conflicts of law principles.

**C.** Exclusive venue for any litigation arising out of or related to this Agreement shall be in the state or federal courts located in Denton County, Texas, and each party consents to the jurisdiction of such courts.

**D.** In any litigation to enforce or interpret this Agreement, the prevailing party shall be entitled to recover its reasonable attorneys' fees and court costs from the non-prevailing party. For purposes of this subsection, a party shall be deemed the prevailing party if it recovers at least seventy-five percent (75%) of its claimed damages or successfully defends against at least seventy-five percent (75%) of the claims asserted against it.

**16.4 Continued Performance.** Unless the District orders suspension or termination in writing, Contractor shall continue to diligently perform the Work and the District shall continue to make payments of undisputed amounts in accordance with this Agreement while any dispute is being resolved.

**16.5 Waiver of Jury Trial.** TO THE EXTENT PERMITTED BY LAW, EACH PARTY WAIVES ANY RIGHT TO TRIAL BY JURY IN ANY LITIGATION ARISING OUT OF OR RELATED TO THIS AGREEMENT OR THE WORK.

## ARTICLE 17 — COMPLIANCE WITH TEXAS LAW

**17.1 Prevailing Wage Requirements.**

**A.** Contractor shall comply with all applicable requirements of Texas Government Code Chapter 2258 regarding prevailing wage rates for public works projects.

**B.** Contractor shall pay all workers employed in the execution of the Work not less than the prevailing rates of per diem wages for work of a similar character in Denton County, Texas, as determined by the U.S. Department of Labor under the Davis-Bacon Act (40 U.S.C. § 3141 et seq.).

**C.** If a prevailing wage schedule is attached as an Exhibit to this Agreement, Contractor shall comply with such schedule. If no schedule is attached, Contractor shall obtain and comply with the applicable wage determination from the U.S. Department of Labor.

**D.** Contractor shall post the applicable prevailing wage rates at each Site in a location accessible to workers.

**E.** Contractor shall submit certified payroll records to the District upon request.

**17.2 Criminal History and Background Checks.**

**A.** Contractor shall ensure that all employees, agents, and Subcontractor personnel who may have contact with students or will be present on District property when students are present submit to criminal history background checks.

**B.** All background checks shall be conducted through the platform designated by the District (including Local Education Entity Fast Pass or successor system) at Contractor's expense.

**C.** If the District objects to the assignment of any individual based on criminal history information, Contractor shall immediately remove such individual from the Project and shall not assign such individual to work at any Site.

**17.3 Registered Sex Offender Restrictions.** Contractor shall ensure that no employee, agent, or Subcontractor personnel who has been adjudicated to be a registered sex offender shall perform any work at any Site at any time when students are or are reasonably expected to be present. Violation of this requirement shall constitute a material breach of this Agreement.

**17.4 Felony Conviction Notice.**

**A.** Pursuant to Texas Education Code § 44.034, Contractor represents and warrants that no owner, operator, shareholder, officer, or director of Contractor has been convicted of a felony.

**B.** If any owner, operator, shareholder, officer, or director of Contractor is convicted of a felony during the term of this Agreement, Contractor shall immediately notify the District in writing.

**17.5 Equal Opportunity Employment.** Contractor and all Subcontractors shall not discriminate against any employee or applicant for employment because of race, color, religion, sex, sexual orientation, gender identity, national origin, age, disability, veteran status, or genetic information in accordance with applicable federal and state law.

**17.6 Child Support Certification.** Pursuant to Texas Family Code § 231.006, Contractor certifies that it is not ineligible to receive payment under this Agreement and acknowledges that this Agreement may be terminated and payment withheld if this certification is inaccurate.

**17.7 Conflict of Interest.**

**A.** Contractor acknowledges that it has reviewed and understands the requirements of Texas Local Government Code Chapter 176 regarding disclosure of conflicts of interest.

**B.** If Contractor has a conflict of interest reportable under Chapter 176, Contractor has disclosed such conflict through completion of the Conflict of Interest Questionnaire (Form CIQ) filed with the District.

**17.8 Certificate of Interested Parties.** If required by Texas Government Code § 2252.908, Contractor shall complete and submit Certificate of Interested Parties (Form 1295) prior to execution of this Agreement or any amendment thereto. If Contractor is a publicly traded business entity or a wholly owned subsidiary of a publicly traded business entity, Contractor represents that it is exempt from this requirement.

## ARTICLE 18 — CERTIFICATIONS REGARDING STATE AND FEDERAL REQUIREMENTS

**18.1 Prohibition of Certain Terrorist Organizations.** Contractor certifies that Contractor is not a company identified on the Texas Comptroller's list of companies known to have contracts with, or provide supplies or services to, a foreign organization designated as a Foreign Terrorist Organization by the U.S. Secretary of State, in accordance with Texas Government Code Chapter 2270.

**18.2 Prohibition of Boycotting Israel.** Contractor certifies that Contractor does not boycott Israel and agrees that Contractor will not boycott Israel during the term of this Agreement. For purposes of this certification, "boycott Israel" has the meaning assigned

by Texas Government Code § 2271.001. This certification applies only if this Agreement has a value of $100,000 or more and Contractor has ten (10) or more employees.

**18.3 Prohibition of Contracts with Certain Foreign-Owned Companies.**

**A.** Contractor certifies that neither Contractor nor its parent company nor any affiliate is:

**1.** Owned by or majority controlled by citizens of China, Iran, North Korea, Russia, or any other country designated by the Governor as a threat to critical infrastructure;

**2.** A company or governmental entity owned or controlled by the government of such a country; or

**3.** Headquartered in such a country.

**B.** Contractor further certifies that Contractor will not grant direct or remote access to or control of critical infrastructure (as defined in Texas Government Code § 2274.001) to any such prohibited entity, except for product warranty and support purposes.

**C.** This certification is made in accordance with Texas Government Code Chapter 2274.

**18.4 Prohibition of Discrimination Against Firearm Entities.** Contractor certifies that Contractor does not have a practice, policy, guidance, or directive that discriminates against a firearm entity or firearm trade association, and Contractor will not discriminate against a firearm entity or firearm trade association during the term of this Agreement, in accordance with Texas Government Code Chapter 2274. "Discriminate against a firearm entity or firearm trade association" has the meaning assigned by Texas Government Code § 2274.001. This certification applies only if this Agreement has a value of $100,000 or more and Contractor has at least fifty (50) employees.

**18.5 Prohibition of Boycotting Energy Companies.** Contractor certifies that Contractor does not boycott energy companies and will not boycott energy companies during the term of this Agreement. For purposes of this certification, "boycott energy company" has the meaning assigned by Texas Government Code § 809.001, as added by Senate Bill 13, 87th Legislature, Regular Session. This certification applies only if this Agreement has a value of $100,000 or more and Contractor has ten (10) or more employees.

**18.6 Anti-Terrorism Compliance.**

**A.** Contractor represents, warrants, and covenants that Contractor and its owners, officers, directors, and affiliates:

**1.** Are not currently, and shall not during the term of this Agreement be, in violation of any Anti-Terrorism Laws;

**2.** Are not, and shall not during the term of this Agreement be, a Prohibited Person; and

3. Have not received notice and are not aware of any pending or threatened notice of any violation of any Anti-Terrorism Law.

**B.** Contractor shall implement and maintain appropriate procedures to ensure continued compliance with Anti-Terrorism Laws.

**C.** Upon request of the District, Contractor shall deliver to the District within ten (10) days written certification or other evidence reasonably acceptable to the District confirming Contractor's compliance with this Section.

**D.** Contractor shall indemnify, defend, and hold harmless the District and all District Indemnitees from and against all claims, damages, losses, liabilities, costs, and expenses (including attorneys' fees) arising from or related to any breach of the representations, warranties, or covenants set forth in this Section.

## ARTICLE 19 — RECORDS, AUDIT, AND PUBLIC INFORMATION

### 19.1 Records Retention.

**A.** Contractor and its Subcontractors shall maintain complete and accurate records relating to the performance of this Agreement, including:

1. Financial records, invoices, receipts, vouchers, and accounting ledgers;
2. Payroll records, certified payrolls, and evidence of payment to Subcontractors and suppliers;
3. Correspondence, submittals, shop drawings, and technical documentation;
4. As-built drawings and record documents;
5. Test reports, inspection records, and commissioning documentation;
6. Records supporting energy savings calculations and projections; and
7. Any other documents or data necessary to support Contractor's performance and compliance with this Agreement.

**B.** Contractor shall retain all such records for a period of seven (7) years after Final Acceptance or final payment, whichever is later, or for such longer period as may be required by applicable law.

### 19.2 Inspection and Audit Rights.

**A.** The District, the State Auditor's Office, and any other governmental entity with jurisdiction over the District or the Project shall have the right, upon reasonable notice during normal business hours, to inspect, audit, and copy all records maintained by Contractor or its Subcontractors pursuant to this Article.

**B.** Contractor shall make its personnel available to answer questions and provide information during any such inspection or audit.

**C.** Contractor shall include in all subcontracts a provision requiring Subcontractors to comply with the records retention and audit provisions of this Article.

**D.** If any audit or inspection reveals overpayment to Contractor, Contractor shall promptly refund the overpayment to the District with interest at the rate provided in Texas Government Code Chapter 2251.

**19.3 Contracting Information and Records Disclosure.**

**A.** Pursuant to Texas Government Code § 552.374, Contractor shall:

**1.** Preserve all contracting information related to this Agreement in accordance with the records retention requirements applicable to the District for the duration of this Agreement;

**2.** Promptly provide to the District any contracting information related to this Agreement that is in the custody or possession of Contractor upon request of the District; and

**3.** On completion of this Agreement, either (i) provide at no cost to the District all contracting information related to this Agreement that is in the custody or possession of Contractor, or (ii) preserve such contracting information in accordance with the records retention requirements applicable to the District.

**B.** For purposes of this Section, "contracting information" has the meaning assigned by Texas Government Code § 552.003.

**C.** Failure to comply with this Section may result in damages, penalties, and other consequences as provided in Texas Government Code § 552.374.

**19.4 Public Information Act.**

**A.** Contractor acknowledges that the District is a governmental body subject to the Texas Public Information Act, Texas Government Code Chapter 552, and that this Agreement and records related to this Agreement may be subject to disclosure.

**B.** If Contractor considers any information or materials provided to the District to be confidential, proprietary, or otherwise exempt from disclosure, Contractor shall clearly mark such information as "CONFIDENTIAL" and identify the specific exception to disclosure under Texas Government Code Chapter 552 on which Contractor relies.

**C.** The District will notify Contractor of any request for information that Contractor has marked as confidential and will provide Contractor an opportunity to assert any applicable exceptions. However, the District makes no representation that information marked as confidential will be withheld from disclosure, and the determination of whether information is subject to disclosure shall be made by the District or the Texas Attorney General in accordance with applicable law.

**D.** Contractor shall indemnify and hold harmless the District from any costs, expenses, or liability arising from Contractor's assertion that information should be withheld from disclosure under the Texas Public Information Act.

## ARTICLE 20 — MISCELLANEOUS PROVISIONS

**20.1 Entire Agreement.** This Agreement, together with all Schedules, Exhibits, and Change Orders, constitutes the entire agreement between the parties relating to the subject matter hereof and supersedes all prior negotiations, representations, agreements, and understandings, whether written or oral, including the Professional Services Agreement to the extent it relates to the implementation and construction services covered by this Agreement. The Professional Services Agreement remains in effect with respect to the design development, engineering, and pre-construction services previously performed.

**20.2 Amendment.** No amendment, modification, or waiver of any provision of this Agreement shall be effective unless in writing and signed by authorized representatives of both parties.

**20.3 Assignment.** Contractor shall not assign, transfer, or delegate any of its rights or obligations under this Agreement, in whole or in part, without the prior written consent of the District, which consent may be granted or withheld in the District's sole discretion. Any purported assignment in violation of this Section shall be void. This Agreement shall be binding upon and inure to the benefit of the parties and their respective permitted successors and assigns.

**20.4 No Third-Party Beneficiaries.** This Agreement is entered into solely for the benefit of the parties. No third party (including Subcontractors, suppliers, or sureties) shall have any rights under or by virtue of this Agreement except as expressly provided herein.

CONTRACTOR

_____

Josh Combs Date
President, E3 Entegral Solutions, Inc

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT

_____

Lance Stacy Date
President, Lake Dallas ISD
Board of Trustees

_____

Mark Tucker Date
Secretary, Lake Dallas ISD
Board of Trustees

972.325.1919 office 972.325.1920 fax
2040 Highland Village Rd., Suite 100
Highland Village, TX 75077
www.e3es.com

3/5/2026

Dr. Kristin N. Brown
Superintendent 104
Swisher Road
Lake Dallas, Texas 75065

RE: Proposal for LED and HVAC Projects at Lake Dallas ISD

Dr. Brown,

*E3 Entegral Solutions, Inc.* proposes to provide professional engineering services to **Lake Dallas ISD** for the project referenced above at the following Facilities:

**FACILITIES LIST**

- Lake Dallas High School
- Lake Dallas Middle School
- Lake Dallas Elementary School
- Corinth Elementary School
- Shady Shores Elementary School
- Lake Dallas Administration and Auxiliary Facilities - Districtwide

The following tasks will be performed at the above facilities in accordance with the project:

**SCOPE OF SERVICES**

| | |
|---|---|
| Task 1 | Perform design development for HVAC replacement/redesign including space load/ventilation calculations, system design, and new equipment selections for all equipment 15 years or older, as agreed to with the Client. Collaborate with Client to identify priorities and focus areas for Design Review meeting (30%) |
| Task 2 | Perform design development, including specifying controls points and sequences, to replace or recommission the existing building automation system (BAS), aligned with scope identified in Task 1. |
| Task 3 | Perform design development to retrofit all existing building interior and exterior non-LED lighting systems to LED |
| Task 4 | Perform energy savings calculations to quantify the utility cost savings and maintenance material savings achievable by implementing each scope developed in Task 1 & 2. If required. |
| Task 5 | Create bid documents, walk subcontractors, and verify pricing for project implementation. |
| Task 6 | Provide a turn-key installation pricing proposal. |
| Task 7 | Perform review of submittals, including shop drawings, product data, and other related documents provided by subcontractors, suppliers, and vendors for the purpose of verifying conformance with the design intent, performance requirements, and the overall project objectives. |
| Task 8 | Provide construction administration services, including responding to request for information, attending progress meetings as needed, and conducting periodic site visits to observe general conformance with the design to support the execution of the project. |

972.325.1919 office 972.325.1920 fax
2040 Highland Village Rd., Suite 100
Highland Village, TX 75077
www.e3es.com

**EXCLUDED SERVICES**

1) Design of any systems or building components other than Mechanical, Electrical, and Plumbing (MEP) except where those systems or building components are connected to or impacted by the scope of services.
2) Directly submitting plans for approval to the local Authority Having Jurisdiction (AHJ). E3 will work with the Client and Mechanical/Electrical Contractor to resolve problem or comments from the AHJ.
3) Installation, labor, or materials will be addressed in a separate contract.

**REQUESTED INFORMATION**

1) Existing drawings of the building areas to be redesigned and any systems serving it including schedules related to existing components.
2) Special equipment or space usage requirements.
3) Client's standards and requirements related to all systems to be designed by E3, if they exist.
4) Architectural floor plans, site plans, and other CAD files and drawings pertinent to our scope of work.
5) A minimum of twelve (12) months of utility billing history (electric and natural gas) and a signed Letter of Authorization (LOA). [Required if energy savings projections are to be provided.]

**COMPENSATION**

E3 shall be compensated 5% of the Final Implementation Contract Amount for the above outlined Scope of services based on projected construction budget (excluding Professional Services and Implementation included in the scope of this Agreement) of **four million dollars ($4,000,000)** ("Construction Budget").

The client agrees to the following financial milestone commitments:

- Completion of 30% Design Review Meeting ..... 0.0%
- Completion of Design Development and Final Implementation Proposal ..... 2.0%
- Implementation Contract Approved ..... 2.0%
    - o Completion of Construction Drawings and Submittal Review
- Completion of Construction Administration ..... 1.0%

If the client cancels Design Development prior to the completion of the Final Implementation Proposal after agreement of direction following 30% Design Review Meeting, the client shall be invoiced 1% of the Construction Budget using the budgeted project amount.

**ADDITIONAL SERVICES**

Services agreed to by the Client and E3 in addition to the above Scope of Services shall be billed per a subsequent Scope of Services proposal or at our hourly rates included as Exhibit A of this proposal as mutually agreed by the Parties.

**AGREEMENT**

I hereby accept this proposal and enter into an agreement with *E3 Entegral Solutions Inc.* for the Proposed Engineering Scope of Services including the attached:

Best Regards,

Josh Combs
President
E3 Entegral Solutions Inc.

Date: 4/16/26

Accepted By:

Dr. Kristin N. Brown
Superintendent
Lake Dallas ISD

Date: 4/20/26

# TERMS AND CONDITIONS

This **AGREEMENT** is between Lake Dallas ISD ("Client") and E3 Entegral Solutions, Inc., (E3), a Texas Corporation ("Consultant") for Services to be provided for the project ("Project"), as described in the above titled Proposal for LED and HVAC Projects at Lake Dallas ISD ("Proposal").

1. **Scope of Services.** The scope of Consultant's services is described in the Scope of Services section of the Proposal ("Services"). Portions of the Services may be subcontracted. Consultant's Services do not include the investigation or detection of, nor do recommendations in Consultant's reports address the presence or prevention of biological pollutants (e.g., mold, fungi, bacteria, viruses, or their byproducts) or occupant safety issues, such as vulnerability to natural disasters, terrorism, or violence. If Services include purchase of software, Client will execute a separate software license agreement. Consultant's findings, opinions, and recommendations are based solely upon data and information obtained by and furnished to Consultant at the time of the Services.
2. **Acceptance.** Client agrees that execution of this Agreement is a material element of the consideration Consultant requires to execute the Services. Additional terms and conditions may be added or changed only by written amendment to this Agreement signed by both parties. In the event Client uses a purchase order or other form to administer this Agreement, the use of such form shall be for convenience purposes only and any additional or conflicting terms it contains are stricken.
3. **Change Orders.** Client may request changes to the scope of Services by altering or adding to the Services to be performed. If Client so requests, Consultant will return to Client a statement (or supplemental proposal) of the change setting forth an adjustment to the Services and fees for the requested changes. Following Client's review, Client shall provide written acceptance. If Client does not follow these procedures, but instead directs, authorizes, or permits Consultant to perform changed or additional work, the Services are changed accordingly and Consultant will be paid for this work according to the fees stated or its current fee schedule. If project conditions change materially from those observed at the site or described to Consultant at the time of proposal, Consultant shall provide to Client a written statement setting forth proposed fee adjustments prior to performing any Services related thereto.
4. **Regulatory Changes.** In the event that there are modifications or additions to regulatory requirements relating to the services to be performed under a project Proposal after the date of execution of this Agreement, the increased or decreased cost of performance of the services provided for in that Proposal and subsequent Proposals shall be reflected in an appropriate proposal amendment.
5. **Severability**. If any provision of the Agreement is held to be illegal, invalid or unenforceable under present or future laws, such provision shall be fully severable and the Agreement shall be construed and enforced as if such illegal, invalid or unenforceable provision is not a part hereof, and the remaining provisions shall remain in full force and effect. In lieu of any illegal, invalid or unenforceable provisions, there shall be added automatically as a part of the Agreement, a provision as similar in terms to such illegal, invalid, or unenforceable provision as may be possible and be legal, valid, and enforceable.
6. **Compensation and Terms of Payment.** Client shall pay compensation for the Services performed at the fees stated in the Compensation section of the Proposal. If not stated in either, fees will be according to Consultant's current fee schedule. Fee schedules are valid for the calendar year in which they are issued. Consultant may invoice Client monthly and payment is due in 30 days of receipt of invoice. Client shall notify Consultant in writing, at the address below, within 15 days of the date of the invoice if Client objects to any portion of the charges on the invoice and shall pay the undisputed portion. Client agrees to pay all commercially reasonable collection-related costs that Consultant incurs.
7. **Independent Contractor.** It is understood that the relationship of Consultant and Client shall be that of an independent contractor at all times during the performance of this Agreement and no provision or obligation expressed or implied in this Agreement shall create an employment, agency, or fiduciary relationship. Neither Consultant nor employees of Consultant shall be deemed to be employees of Client.
8. **Third Party Reliance.** This Agreement and the Services provided are for Consultant and Client's sole benefit and exclusive use with no third party beneficiaries intended. Reliance upon the Services and any work product is limited to Client and is not intended for third parties. For a limited time period not to exceed three months from the date of the report, Consultant will issue additional reports to others agreed upon with Client, however Client understands that such reliance will not be granted until those parties sign and return Consultant's reliance agreement and Consultant receives the agreed-upon reliance fee.
9. **LIMITATION OF LIABILITY.** CLIENT AND CONSULTANT HAVE EVALUATED THE RISKS AND REWARDS ASSOCIATED WITH THIS PROJECT, INCLUDING CONSULTANT'S FEE RELATIVE TO THE RISKS ASSUMED, AND AGREE TO ALLOCATE CERTAIN OF THE RISKS SO, TO THE FULLEST EXTENT PERMITTED BY LAW, THE TOTAL AGGREGATE LIABILITY OF CONSULTANT (AND ITS RELATED CORPORATIONS AND EMPLOYEES) TO CLIENT AND THIRD PARTIES GRANTED RELIANCE IN RELATION TO THIS AGREEMENT SHALL NOT EXCEED AN AMOUNT THAT IS EQUAL TO THE GREATER OF: (A) $100,000; (B)THE FEE; or (C) Applicable insurance limits required by this Agreement. HOWEVER, THE PRECEDING LIMITATION SHALL NOT APPLY TO, AND NO CREDIT SHALL BE ISSUED AGAINST SUCH LIABILITY LIMITATION FOR: (I) CONSULTANT'S INDEMNITY OBLIGATIONS SET FORTH HEREIN AS IT RELATES TO CLAIMS BY THIRD PARTIES FOR BODILY INJURY, PROPERTY DAMAGE, OR OTHERWISE; AND/OR (II) CLAIMS WHICH ARISE OR RESULT FROM FRAUDULENT OR UNLAWFUL ACTS, OR THE GROSS NEGLIGENCE OR WILLFUL MISCONDUCT OF CONSULTANT OR ITS SUBCONTRACTORS.
10. **Indemnity/Statute of Limitations.** Consultant and Client shall defend, indemnify and hold harmless the other and their respective employees from and against legal liability for claims, losses, damages, and expenses to the extent such claims, losses, damages, or expenses are caused by their negligent acts, errors, or omissions. In the event such claims, losses, damages, or expenses are caused by the joint or concurrent negligence of Consultant and Client, they shall be borne by each party in proportion to its own negligence under comparative fault principles.
11. **Standard of Care.** Consultant certifies that all Services will be performed by a registered professional architect or engineer licensed to practice in the State of Texas. Consultant will perform the Services in a manner consistent with that level of professional care and skill ordinarily provided by competent architects or engineers (as applicable) practicing under the same or similar circumstances and professional license ("Standard of Care"). OTHER THAN PERFORMANCE IN ACCORDANCE WITH THE STANDARD OF CARE, CONSULTANT MAKES NO WARRANTIES OR GUARANTEES, EXPRESS OR IMPLIED, RELATING TO CONSULTANT'S SERVICES AND CONSULTANT DISCLAIMS ANY IMPLIED WARRANTIES OR WARRANTIES IMPOSED BY LAW, INCLUDING WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE.

# TERMS AND CONDITIONS

12. **Insurance.** Consultant represents that it now carries, and will continue to carry: (i) workers' compensation insurance in accordance with the laws of the states having jurisdiction over Consultant's employees who are engaged in the Services, and employer's liability insurance ($1,000,000); (ii) commercial general liability insurance ($1,000,000 occ / $2,000,000 agg); (iii) automobile liability insurance ($1,000,000 B.I. and P.D. combined single limit); and (iv) professional liability insurance ($1,000,000 claim / agg). Certificates of insurance will be provided upon request. Client and Consultant shall waive subrogation against the other party on all general liability and property coverage.
13. **Dispute Resolution.** Client shall not be entitled to assert a Claim against Consultant based on any theory of professional negligence unless and until Client has obtained the written opinion from a registered, independent, and reputable engineer, architect, or geologist that Consultant has violated the standard of care applicable to Consultant's performance of the Services. Client shall provide this opinion to Consultant and the parties shall endeavor to resolve the dispute within 30 days, after which Client may pursue its remedies at law. This Agreement shall be governed by and construed according to Texas law. The venue of any action under the Agreement shall be exclusively in Denton County, Texas.
14. **Mediation.** Any claim, dispute or other matter in question arising out of or related to this Agreement shall be subject to nonbinding mediation as a condition precedent to the institution of legal proceedings by either party. If such matter relates to or is the subject of a lien arising of the Consultant's Services, the Consultant may proceed in accordance with applicable law to comply with the lien notice or filing deadlines prior to resolution of the matter by mediation or other legal proceedings. Each party agrees to reasonably endeavor to include a similar mediation provision in all agreements with independent contractors and consultants retained for the Project and to require all independent contractors and consultants also include similar mediation provisions in all agreements with their respective subcontractors, suppliers, and subconsultants, thereby providing for mediation as the initial method for dispute resolution between the parties to all of those agreements. The parties shall share the mediator's fee and any filing fees equally. The mediation shall be held in Denton County, TX, unless another location is mutually agreed upon. Agreements reached in mediation shall be enforceable as settlement agreements in any court having jurisdiction thereof.
15. **Tax Qualifications.** If Client's program requirement includes financial incentives such as qualifying for energy related tax credits, deductions, incentives, etc., Client recognizes that qualifying for such financial incentives is subject to certification or decisions by third parties over whom Consultant has no control. Therefore, the parties agree Consultant shall use reasonable skill and care in the performance of its services to achieve such goals, but makes no warranty or guarantee regarding qualification.
16. **Ownership of Documents.** As to work product, such as reports, logs, data, notes, or calculations, prepared by Consultant and deemed subject to any form of Intellectual Property Rights, Consultant hereby grants and will cause to be granted and delivered to the Client from Subcontractors a paid-up, nonexclusive, world-wide, irrevocable, transferable license, for the term of the Intellectual Property Rights, for the Client to use, reproduce and have reproduced, and for the Client to allow others to use, reproduce and have reproduced, such work product subject to the restrictions set forth below: (i) all Intellectual Property Rights in or relating to any of the work product shall remain the property of Consultant or the appropriate Subcontractor, whether or not the Project is completed; and the Client shall not, without the prior written consent of Consultant, use such work product, in whole or in part, for the construction of any other project. The Client may, however, at no cost to the Client, use such work product (y) for completion of the Project and the Services by others upon termination of this Agreement or termination of Consultant's right to perform all or any portion of the Services, and (z) for the construction, operation, maintenance and repair of (and for additions, improvements, changes or alterations to) the Project after its completion. For three (3) years after Consultant receives its final payment in connection with the Services, Consultant and its Subcontractors shall maintain and allow the Client to inspect and copy records on the Services showing utilization of Subcontractors, work performed, and data and information necessary to support all energy savings calculations, and thereafter shall provide such information to the Client in writing, in order for the Client to comply with its applicable records retention requirements.
17. **Site Access and Safety.** Client shall secure all necessary site related approvals, permits, licenses, and consents necessary to commence and complete the Services and will execute any necessary site access agreement. Consultant will be responsible for supervision and site safety measures for its own employees, but shall not be responsible for the supervision or health and safety precautions for any other parties, including Client, Client's contractors, subcontractors, or other parties present at the site.
18. **Delays.** Consultant is not responsible for delays caused by factors beyond Consultant's reasonable control, including but not limited to delays by strikes, lockouts, work slowdowns or stoppages, accidents, global pandemics, acts of God, failure of any governmental or other regulatory authority to act in a timely manner, failure of the Client to furnish timely information or approve or disapprove of Consultant's Services or work product promptly, or delays caused by faulty performance by the Client or by contractors of any level. When such delays beyond Consultant's reasonable control occur, the Client agrees the Consultant is not responsible for damages, nor shall Consultant be deemed to be in default of this Agreement. In the event such delay exceeds ninety (90) days, Consultant shall be entitled to an extension of time equal to the delay and an equitable adjustment in compensation. In the event Consultant is delayed by the Client and such delay exceeds thirty (30) days, Consultant shall be entitled to an extension of time equal to the delay and an equitable adjustment in compensation.
19. **Asbestos or Hazardous Materials**. It is acknowledged by both parties that Consultant's scope of services does not include any services related to asbestos or hazardous or toxic materials. In the event the Consultant or any other party encounters asbestos or hazardous or toxic materials at the Property, or should it become known in any way that such materials may be present at the Property or any adjacent areas that may affect the performance of Consultant's Services, Consultant may, at its option and without liability for consequential or other damages, suspend performance of Services on the Project until the Client retains appropriate specialist consultant(s) or contractor(s) to identify, abate, and/or remove the asbestos or hazardous or toxic materials and warrant that the Property is in full compliance with applicable laws and regulations.
20. **Termination.** Either party may terminate this Agreement or the Services upon written notice to the other. In such case, Consultant shall be paid costs incurred and fees earned to the date of termination.

# TERMS AND CONDITIONS

21. **Confidentiality.** If Client or Consultant receives information specifically designated by the other party as confidential, the receiving party shall keep such information confidential and shall not disclose it to any person, except to those who need to know such information for the Project. This shall not apply to information in whatever form that comes into the public domain, nor shall it restrict the Client or Consultant from giving notices required by law or complying with an order to provide information or data when such order is issued by a court, administrative agency, or other authority with proper jurisdiction, or if it is reasonably necessary for the Client or Consultant to defend itself from any suit or claim.
22. **Felony Conviction Notice**. Pursuant to Texas Education Code Section 44.034, Consultant must give advance written notice to the Client if an owner or operator of Consultant has been convicted of a felony. Consultant represents and warrants that no owner, operator, shareholder, officer or director of Consultant has been convicted of a felony. Should it become known to Consultant that any owner, operator, shareholder, officer or director is convicted of a felony while this Agreement is in effect, Consultant will notify the Client of such conviction.
23. **Criminal History Record Checks**. E3 assures that all employees and subcontractors of the provider who are likely to or will have contact with students will submit to criminal background check requirements using the Local Education Entity (LEE) Fast Pass option or other platform issued by and conducted via the Client. If the Client objects to the assignment of any employee or subcontractor on the basis of the criminal history record information the Client obtains, E3 agrees to immediately discontinue using such employee or subcontractor when notified by the Client.
24. **Equal Opportunity Employment**. Consultant and its Subcontractors shall not discriminate against any employee or applicant for employment because of race, religion, age, disability, sex, or national origin.
25. **Child Support**. Pursuant to Section 231.006 of the Texas Family Code, the undersigned certifies that the individual or business entity named in this Agreement is not ineligible to receive the specified payment(s) and acknowledges that this Agreement may be terminated and payment may be withheld if this certification is inaccurate.

# EXHIBIT A – CURRENT FEE SCHEDULE

| Additional Services Hourly Fee Schedule | |
|---|---|
| Director / Principal | $230 / hour |
| Project Manager | $200 / hour |
| Professional Engineer | $200 / hour |
| Graduate Engineer | $155 / hour |
| Energy Manager | $135 / hour |
| Construction Administrator | $125 / hour |
| CADD Operator | $80 / hour |
| Administrative | $60 / hour |

| Reimbursable Expenses |
|---|
| Reimbursable expenses for authorized additional services will be invoiced at the net cost to E3.<br>Reimbursable expenses include:<br>- Travel expenses including mileage at current IRS Standard Mileage Rate<br>- Reprographic and photographic services<br>- Delivery service charges<br>- Authorized sub-consultant fees |

# SCOPE OF WORK - HVAC

## HVAC

E3 will furnish and install new direct expansion (DX) geothermal water source heat pump (GWSHP) units and rooftop units (RTU) which meet or exceed the 2018 International Energy Conservation Code. The existing electrical, refrigerant lines, natural gas piping, vent piping, condensate piping and ductwork shall be reconnected to the new equipment. All systems will have one-year parts and labor warranty and 5-year compressor warranty. The units will be replaced and sized to the capacities according to the table below:

**HVAC Lake Dallas MS**

| No. | Type | Tag | Serves | Tons |
|---|---|---|---|---|
| 1 | GWSHP | WSHP A102 | Rm 700 | 5 |
| 2 | GWSHP | WSHP A103 | Rm 702 | 3.5 |
| 3 | GWSHP | WSHP A104 | Rm 704 | 3.5 |
| 4 | GWSHP | WSHP A105 | Rm 706 | 3.5 |
| 5 | GWSHP | WSHP A106 | Rm 708 | 3.5 |
| 6 | GWSHP | WSHP A108 | Rm 710 | 4 |
| 7 | GWSHP | WSHP A109 | Rm 712 | 3.5 |
| 8 | GWSHP | WSHP A110 | Rm 714 | 3.5 |
| 9 | GWSHP | WSHP A111 | Rm 716 | 4 |
| 10 | GWSHP | WSHP A112 | Rm 718 | 3.5 |
| 11 | GWSHP | WSHP A114 | Rm 720 | 8 |
| 12 | GWSHP | WSHP A115 | Rm 722 | 3.5 |
| 13 | GWSHP | WSHP A116 | Rm 724 | 3.5 |
| 14 | GWSHP | WSHP A117 | Rm 726 | 3.5 |
| 15 | GWSHP | WSHP A118 | Rm 728 | 8 |
| 16 | GWSHP | WSHP A119 | Rm 730 | 3.5 |
| 17 | GWSHP | WSHP A120 | Rm 732 | 3.5 |
| 18 | GWSHP | WSHP A121 | Rm 734 | 4 |
| 19 | GWSHP | WSHP A122 | Rm 736 | 3.5 |
| 20 | GWSHP | WSHP A123 | Rm 738 | 4 |
| 21 | GWSHP | WSHP A132 | Rm 744 - Offices | 8 |
| 22 | GWSHP | WSHP A138 | Rm 709 | 3.5 |
| 23 | GWSHP | WSHP A139 | Rm 711 | 3.5 |
| 24 | GWSHP | WSHP A140 | Rm 713 | 5 |
| 25 | GWSHP | WSHP A142 | Rm 715 | 5 |
| 26 | GWSHP | WSHP A143 | Rm 731 | 5 |
| 27 | GWSHP | WSHP A145 | Rm 733 | 5 |
| 28 | GWSHP | WSHP A147 | RR, Storage, Janitor | 5 |
| 29 | GWSHP | WSHP A202 | Rm 800 | 3.5 |
| 30 | GWSHP | WSHP A203 | Rm 802 | 3.5 |
| 31 | GWSHP | WSHP A204 | Rm 804 | 3.5 |
| 32 | GWSHP | WSHP A205 | Rm 806 | 3.5 |
| 33 | GWSHP | WSHP A206 | Rm 808 | 5 |
| 34 | GWSHP | WSHP A208 | Rm 810 | 4 |
| 35 | GWSHP | WSHP A209 | Rm 812 | 3.5 |
| 36 | GWSHP | WSHP A210 | Rm 814 | 3.5 |
| 37 | GWSHP | WSHP A211 | Rm 816 | 4 |

| No. | Type | Tag | Serves | Tons |
|---|---|---|---|---|
| 38 | GWSHP | WSHP A212 | Rm 818 | 3.5 |
| 39 | GWSHP | WSHP A214 | Rm 820 | 8 |
| 40 | GWSHP | WSHP A215 | Rm 822 | 3.5 |
| 41 | GWSHP | WSHP A216 | Rm 824 | 3.5 |
| 42 | GWSHP | WSHP A217 | Rm 826 | 3.5 |
| 43 | GWSHP | WSHP A218 | Rm 828 | 8 |
| 44 | GWSHP | WSHP A219 | Rm 830 | 3.5 |
| 45 | GWSHP | WSHP A220 | Rm 832 | 3.5 |
| 46 | GWSHP | WSHP A221 | Rm 834 | 4 |
| 47 | GWSHP | WSHP A222 | Rm 836 | 3.5 |
| 48 | GWSHP | WSHP A223 | Rm 838 | 3.5 |
| 49 | GWSHP | WSHP A238 | Rm 809 | 3.5 |
| 50 | GWSHP | WSHP A239 | Rm 811 | 3.5 |
| 51 | GWSHP | WSHP A240 | Rm 813 | 5 |
| 52 | GWSHP | WSHP A242 | Rm 815 | 5 |
| 53 | GWSHP | WSHP A243 | Rm 831 | 5 |
| 54 | GWSHP | WSHP A245 | Rm 833 | 5 |
| 55 | GWSHP | WSHP A247 | 2nd Flr RRs & Storage | 5 |
| 56 | GWSHP | WSHP E101 | Rm 622B | 3.5 |
| 57 | GWSHP | WSHP E104 | Rm 622A | 2 |
| 58 | GWSHP | WSHP E108 | Rm 622C | 3.5 |
| 59 | GWSHP | WSHP E109 | Rm 624 | 5 |
| 60 | GWSHP | WSHP E110 | Rm 626 | 3.5 |
| 61 | GWSHP | WSHP E111 | Rm 628 | 3.5 |
| 62 | GWSHP | WSHP E112 | Rm 627 | 5 |
| 63 | GWSHP | WSHP E113 | Rm 611 | 5 |
| 64 | GWSHP | WSHP E114 | Rm 614 | 4 |
| 65 | GWSHP | WSHP E115 | Rm 612 | 3.5 |
| 66 | GWSHP | WSHP E116 | Rm 610 | 4 |
| 67 | GWSHP | WSHP E118 | Rm 616 | 8 |
| 68 | GWSHP | WSHP E121 | Rm 618 | 4 |
| 69 | GWSHP | WSHP E122 | Rm 620 | 4 |
| 70 | GWSHP | WSHP E128 | Rm 621 | 5 |
| 71 | GWSHP | WSHP F101 | Rm 630 | 4 |
| 72 | GWSHP | WSHP F102 | Rm 632 | 3.5 |
| 73 | GWSHP | WSHP F103 | Rm 634 | 5 |
| 74 | GWSHP | WSHP F104 | Rm 636 | 4 |
| 75 | GWSHP | WSHP F105 | Rm 638 | 4 |
| 76 | GWSHP | WSHP F106 | Rm 640 | 3.5 |
| 77 | GWSHP | WSHP F107 | Rm 639 | 4 |
| 78 | GWSHP | WSHP F108 | Rm 637 | 4 |
| 79 | GWSHP | WSHP F109 | Rm 601 | 5 |
| 80 | GWSHP | WSHP F110 | Rm 603 | 4 |
| 81 | GWSHP | WSHP F111 | Rm 600 | 4 |
| 82 | GWSHP | WSHP F112 | Rm 602 | 4 |
| 83 | GWSHP | WSHP F117 | Rm 604 | 5 |
| 84 | GWSHP | WSHP F120 | Rm 606 | 3.5 |
| 85 | GWSHP | WSHP F121 | Rm 608 | 4 |
| 86 | GWSHP | WSHP F122 | Rm 609 | 5 |

| No. | Type | Tag | Serves | Tons |
|---|---|---|---|---|
| 87 | GWSHP | WSHP F123 | Rm 629 | 5 |
| 88 | GWSHP | WSHP D108 | Stage | 3 |
| 89 | GWSHP | WSHP D113 | Choir | 12.5 |
| 90 | GWSHP | WSHP G105 | Office | 5 |
| 91 | GWSHP | WSHP G115 | TCHR Work Rm | 2 |
| 92 | GWSHP | WSHP G120 | Clinic 402 | 2 |
| 93 | GWSHP | WSHP G121 | Resource Office 404 | 2 |
| 94 | GWSHP | WSHP G122 | 406 Testing | 2 |
| 95 | GWSHP | WSHP G123 | Rm 408 | 5 |
| 96 | GWSHP | WSHP G125 | Multipurpose | 3.5 |
| 97 | GWSHP | WSHP G126 | Art Rm | 5 |
| 98 | GWSHP | WSHP G127 | Art Office | 2 |
| 99 | GWSHP | WSHP G130 | Art 409 | 5 |
| 100 | GWSHP | WSHP G135a | Library | 10 |
| 101 | GWSHP | WSHP G135b | Library | 10 |
| 102 | GWSHP | WSHP G137 | A101 Corridor | 5 |
| 103 | GWSHP | WSHP G141 | Corridor by Gym | 5 |
| 104 | GWSHP | WSHP G146 | Ensemble | 8 |
| 105 | GWSHP | WSHP G153A | Band Hall | 20 |
| 106 | GWSHP | WSHP G153B | Band + Practice | 4 |
| 107 | GWSHP | WSHP G158 | Ensemble | 5 |
| 108 | RTU | RTU D116 | Kitchen | 10 |
| 109 | RTU | RTU B104 | PE Gym | 20 |
| 110 | RTU | RTU B105b | Competition Gym | 20 |
| 111 | RTU | RTU G103 | Main Corridor Hallway | 4 |

HVAC Clarifications and Exclusions

- E3 shall provide start up logs that indicate that equipment operates as scheduled
- Quantities and sizes of HVAC equipment are subject to final engineering
- Excludes hazardous material removal or abatement, unless specifically stated
- Excludes total demolition of existing equipment
- Excludes repairs and modifications of existing equipment, unless specifically stated
- Excludes commissioning of existing systems
- Excludes providing temporary heating or cooling
- Excludes structural modifications, unless specifically stated
- Excludes replacement of ductwork and diffusers, unless specifically stated
- Excludes replacement of piping, piping insulation and pumps, unless specifically stated
- Excludes testing, adjusting, and balancing (TAB), unless specifically stated
- Excludes electrical system modifications, unless specifically stated
- Excludes repair and modifications of existing interlocked fire alarm equipment, unless specifically stated

# SCOPE OF WORK – HVAC CONTROLS

## HVAC CONTROLS

**Building Automation System (BAS)**

E3 will furnish and install all necessary components to achieve a new HVAC BACnet control system integrated into the existing Tridium Niagara frontend for Lake Dallas MS. The system will include one new JACE 9000 controller, replacing the existing JACE 8000 controller. The system shall replace all existing LONWorks controllers at the site. All systems will have a one-year labor and workmanship warranty.

The following HVAC system types and configurations shall be supported by the new system.

- Geothermal water source heat pumps (110)
- Packaged rooftop units (5)
- Geothermal loops (8)

The scope includes the following:

- JACE J-9000 controller (1)
- Distech controllers
- Space temperature sensors
- Supply air temperature sensors
- Fan control
- Cooling/heating stage control
- Control wiring, plenum rated
- Programming
- HVAC graphics
- Check-out
- Startup
- Geothermal loop temperature and pressure sensors (8)
- Operation and maintenance (O&M) manuals
- As-Built drawings

HVAC Controls Clarifications and Exclusions:

- Dedicated broadband access service is required at the site
- Work to be performed during normal business hours
- Low voltage control wiring to be installed in plenum in concealed spaces and above lay-in ceilings
- Excludes replacement of existing JACE J-9000 controller
- Excludes replacement of existing BACnet controllers
- Excludes wire runs in new conduit unless exposed and subject to damage
- Existing conduit will be reused
- Excludes hazardous material removal or abatement
- Excludes total demolition of existing control system
- Excludes air testing and balancing services
- Excludes replacement of all manual shut off valves
- Excludes repair of existing equipment
- Excludes replacement of thermometers & gauges for existing equipment
- Excludes furnishing, mounting and wiring of duct mounted smoke detectors
- Excludes replacement of fire dampers, fire and smoke dampers or their installation
- Excludes controls for kitchen equipment, unless specifically stated

# SCOPE OF WORK - LIGHTING

## LIGHTING

**Lighting - Line by Line**

The existing interior lighting systems predominately consist of 2-lamp, 3-lamp or 4-lamp linear T8 fluorescent fixtures with electronic ballasts, HID, incandescent and compact fluorescent fixtures in some locations. E3 will retrofit or replace existing T8 fluorescent, HID, incandescent and compact fluorescent light fixtures with new LED lamps or fixtures as identified in the table below. The LED lamps will have a 10-year warranty.

The linear fluorescent to LED retrofit will be a Type B retrofit in which the existing lamps, ballasts and tombstones will be removed and LED lamps with integral drivers will be direct-wired for operation through new non-shunted tombstones. In some cases, the retrofit will be a one-to-one direct replacement of lamps; in 3- or 4-lamp fixtures, the fixtures may be retrofit with just two high lumen output LED lamps. In all cases, the retrofit light levels recommended by Illuminating Engineering Society of North America (IESNA) standards will be maintained for each space type. In addition, the lighting power allowance will meet the standards of the current version of ANSI/ASHRAE/IESNA Standard 90.1 as applicable.

E3 will furnish and install all necessary components to retrofit 9,138 existing light fixtures to new LED lamp technology and add 40 new light fixtures. Below is a list of the retrofit fixture and lamp types to be installed:

| No. | Site | Qty | Description | Existing | Retrofit |
|---|---|---|---|---|---|
| 1 | Lake Dallas Elem | 6 | Office | 24PC3L T8 | 4' LED Tube - 3 |
| 2 | Lake Dallas Elem | 22 | Work Room | 24TP2L T8 | 4' LED Tube - 2 |
| 3 | Lake Dallas Elem | 2 | Office MGR | 24TP3L T8 | 4' LED Tube - 2 HO |
| 4 | Lake Dallas Elem | 2 | Vault | 24TP2L T8 | 4' LED Tube - 2 |
| 5 | Lake Dallas Elem | 3 | Principal | 24TP3L T8 | 4' LED Tube - 2 HO |
| 6 | Lake Dallas Elem | 22 | Office | 24TP3L T8 | 4' LED Tube - 2 HO |
| 7 | Lake Dallas Elem | 3 | Conf Room | 24TP3L T8 | 4' LED Tube - 2 HO |
| 8 | Lake Dallas Elem | 7 | RR | 24TP2L T8 | 4' LED Tube - 2 |
| 9 | Lake Dallas Elem | 2 | Storage x2 | 24TP2L T8 | 4' LED Tube - 2 |
| 10 | Lake Dallas Elem | 0 | Hall Door Can | 6"RECLED10 | DNR |
| 11 | Lake Dallas Elem | 108 | Hall | 24TP2L T8 | 4' LED Tube - 2 |
| 12 | Lake Dallas Elem | 8 | Nurse | 24TP3L T8 | 4' LED Tube - 2 HO |
| 13 | Lake Dallas Elem | 2 | Storage | 24TP2L T8 | 4' LED Tube - 2 |
| 14 | Lake Dallas Elem | 3 | Can | 6"REC CPL26 V4 | 6"RECLED10 |
| 15 | Lake Dallas Elem | 11 | Office | 24TP2L T8 | 4' LED Tube - 2 |
| 16 | Lake Dallas Elem | 663 | Class | 24TP3L T8 | 4' LED Tube - 2 HO |
| 17 | Lake Dallas Elem | 84 | Cans | 6"REC CPL26 V4 | 6"RECLED10 |
| 18 | Lake Dallas Elem | 26 | Book Room | 24TP3L T8 | 4' LED Tube - 2 HO |
| 19 | Lake Dallas Elem | 0 | Cans | 6"RECLED10 | DNR |
| 20 | Lake Dallas Elem | 1 | Hall Door Can | 6"REC CPL26 V4 | 6"RECLED10 |
| 21 | Lake Dallas Elem | 40 | RR x2 | 24TP2L T8 | 4' LED Tube - 2 |
| 22 | Lake Dallas Elem | 39 | Storage | 24TP2L T8 | 4' LED Tube - 2 |
| 23 | Lake Dallas Elem | 24 | Office x4 | 24TP3L T8 | 4' LED Tube - 2 HO |
| 24 | Lake Dallas Elem | 15 | Storage | 24TP3L T8 | 4' LED Tube - 2 HO |
| 25 | Lake Dallas Elem | 0 | Can | 6"RECLED10 | DNR |
| 26 | Lake Dallas Elem | 15 | Book Room | 24TP2L T8 | 4' LED Tube - 2 |
| 27 | Lake Dallas Elem | 12 | Lounge | 24TP2L T8 | 4' LED Tube - 2 |

| No. | Site | Qty | Description | Existing | Retrofit |
|---|---|---|---|---|---|
| 28 | Lake Dallas Elem | 40 | Library | 4ID3L T8 | 4' LED Tube - 3 HO |
| 29 | Lake Dallas Elem | 16 | Class | 24PC3L T8 | 4' LED Tube - 3 |
| 30 | Lake Dallas Elem | 4 | Server | 24TP3L T8 | 4' LED Tube - 2 HO |
| 31 | Lake Dallas Elem | 21 | Office x7 | 24TP3L T8 | 4' LED Tube - 2 HO |
| 32 | Lake Dallas Elem | 16 | Music | 24TP3L T8 | 4' LED Tube - 2 HO |
| 33 | Lake Dallas Elem | 6 | Mechanical | 4S2L T8 | 4' LED Tube - 2 |
| 34 | Lake Dallas Elem | 2 | Janitor | 4S2L T8 | 4' LED Tube - 2 |
| 35 | Lake Dallas Elem | 28 | Cafe | 24TP3L T8 | 4' LED Tube - 2 HO |
| 36 | Lake Dallas Elem | 32 | Cafe | 4ID3L T8 | 4' LED Tube - 3 HO |
| 37 | Lake Dallas Elem | 6 | Storage | 24PC2L T8 | 4' LED Tube - 2 |
| 38 | Lake Dallas Elem | 8 | Stage | 24TP3L T8 | 4' LED Tube - 2 HO |
| 39 | Lake Dallas Elem | 1 | Door to Music | 24TP3L T8 | 4' LED Tube - 2 HO |
| 40 | Lake Dallas Elem | 3 | Ramp | 24TP2L T8 | 4' LED Tube - 2 |
| 41 | Lake Dallas Elem | 17 | Kitchen | 24TP3L T8 | 4' LED Tube - 2 HO |
| 42 | Lake Dallas Elem | 9 | Kitchen | 24TP2L T8 | 4' LED Tube - 2 |
| 43 | Lake Dallas Elem | 12 | Storage | 4S2L T8 | 4' LED Tube - 2 |
| 44 | Lake Dallas Elem | 6 | Vent Hood | IA1-60 JJ | ALED8 |
| 45 | Lake Dallas Elem | 0 | Freezer | ALED10 | DNR |
| 46 | Lake Dallas Elem | 2 | Freezer | CFL23 | ALED8 |
| 47 | Lake Dallas Elem | 46 | Mezzanine | 4S2L T8 | 4' LED Tube - 2 |
| 48 | Lake Dallas Elem | 0 | Gym | UFOLED150 | DNR |
| 49 | Lake Dallas Elem | 18 | RR x2 | 24TP3L T8 | 4' LED Tube - 2 HO |
| 50 | Lake Dallas Elem | 1 | Hall | 24TP3L T8 | 4' LED Tube - 2 HO |
| 51 | Lake Dallas Elem | 0 | Hall Uplight | ALED10 | DNR |
| 52 | Lake Dallas Elem | 0 | Hall Globes | ALED10 | DNR |
| 53 | Lake Dallas Elem | 33 | Childcare | 24TP3L T8 | 4' LED Tube - 2 HO |
| 54 | Lake Dallas Elem | 4 | Childcare | 24TP2L T8 | 4' LED Tube - 2 |
| 55 | Lake Dallas Elem | 4 | Server | 24TP2L T8 | 4' LED Tube - 2 |
| 56 | Lake Dallas Elem | 0 | Front Lobby Cans | 6"RECLED10 | DNR |
| 57 | Lake Dallas Elem | 1 | Front Lobby Cans | 6"REC CPL26 V4 | 6"RECLED10 |
| 58 | Lake Dallas Elem | 0 | Uplight | ULLED50 | DNR |
| 59 | Lake Dallas Elem | 20 | Poles | POLE CCLED100 SB | NFFLLED150 SB |
| 60 | Lake Dallas Elem | 28 | WP | WP ALED20 FC | NFWPLED45 FC |
| 61 | Lake Dallas Elem | 5 | Sconce | SCONCE 2CPL26 V4 | HW 2PLLED13 V4 |
| 62 | Lake Dallas Elem | 14 | Rec WP | REC WP CPL26 V4 | HW PLLED13 V4 |
| 63 | Lake Dallas Elem | 18 | Canopy | CANOPY ALED20 | NFCANOPYLED27 |
| 64 | Lake Dallas Elem | 2 | BBall Court Pole | FLOOD CCLED100 YM | NFFLLED100 YM |
| 65 | Lake Dallas Elem | 12 | Outside Mech | 4S2L T8 | 4' LED Tube - 2 |
| 66 | Lake Dallas Elem | 8 | Electrical | 4S2L T8 | 4' LED Tube - 2 |
| 67 | Lake Dallas Admin | 21 | Lobby | 22PB2U T8 | 2' LED Tube - 3 2x2 CK |
| 68 | Lake Dallas Admin | 4 | Door Globes | IA1-60 | ALED8 |
| 69 | Lake Dallas Admin | 32 | Cans | 6"REC CPL26 V4 | 6"RECLED10 |
| 70 | Lake Dallas Admin | 15 | Conf Room | 24TP4L T8 | 4' LED Tube - 2 HO 2x4 CK |
| 71 | Lake Dallas Admin | 0 | Display Cans | 4"RECLED8 | DNR |
| 72 | Lake Dallas Admin | 16 | RR x2 | 22PB2U T8 | 2' LED Tube - 3 2x2 CK |
| 73 | Lake Dallas Admin | 1 | Janitor | 24TP2L T8 | 4' LED Tube - 2 |
| 74 | Lake Dallas Admin | 44 | Hall | 22PB2U T8 | 2' LED Tube - 3 2x2 CK |
| 75 | Lake Dallas Admin | 13 | Special Programs | 24TP4L T8 | 4' LED Tube - 2 HO 2x4 CK |
| 76 | Lake Dallas Admin | 4 | Special Programs | 4S1L T8 | 4' LED Tube - 1 |

| No. | Site | Qty | Description | Existing | Retrofit |
|---|---|---|---|---|---|
| 77 | Lake Dallas Admin | 5 | Special Programs | 4S2L T8 | 4' LED Tube - 2 |
| 78 | Lake Dallas Admin | 4 | Can | 6"REC CPL26 V4 | 6"RECLED10 |
| 79 | Lake Dallas Admin | 0 | Child Nutrition | 22CBLED20 | DNR |
| 80 | Lake Dallas Admin | 5 | Communications | 22PB2U T8 | 2' LED Tube - 3 2x2 CK |
| 81 | Lake Dallas Admin | 1 | Closet Can | 6"REC CPL26 V4 | 6"RECLED10 |
| 82 | Lake Dallas Admin | 13 | Curriculum | 24TP2L T8 | 4' LED Tube - 2 |
| 83 | Lake Dallas Admin | 5 | Curriculum | 4S1L T8 | 4' LED Tube - 1 |
| 84 | Lake Dallas Admin | 1 | Curriculum | 22PB2U T8 | 2' LED Tube - 3 2x2 CK |
| 85 | Lake Dallas Admin | 8 | Technology | 24TP2L T8 | 4' LED Tube - 2 |
| 86 | Lake Dallas Admin | 2 | Technology | 4S1L T8 | 4' LED Tube - 1 |
| 87 | Lake Dallas Admin | 6 | Meeting Room | 24TP2L T8 | 4' LED Tube - 2 |
| 88 | Lake Dallas Admin | 28 | Office | 22PB2U T8 | 2' LED Tube - 3 2x2 CK |
| 89 | Lake Dallas Admin | 0 | Office | 22CBLED20 | DNR |
| 90 | Lake Dallas Admin | 18 | Print Shop | 24TP4L T8 | 4' LED Tube - 2 HO 2x4 CK |
| 91 | Lake Dallas Admin | 5 | Work Area | 24TP2L T8 | 4' LED Tube - 2 |
| 92 | Lake Dallas Admin | 5 | Rec Cans | 6"REC CPL26 V4 | 6"RECLED10 |
| 93 | Lake Dallas Admin | 1 | Storage | 4S2L T8 | 4' LED Tube - 2 |
| 94 | Lake Dallas Admin | 6 | Storage | 24TP2L T8 | 4' LED Tube - 2 |
| 95 | Lake Dallas Admin | 8 | Break Room | 24TP2L T8 | 4' LED Tube - 2 |
| 96 | Lake Dallas Admin | 2 | RR x2 | 4S2L T8 | 4' LED Tube - 2 |
| 97 | Lake Dallas Admin | 2 | RR x2 | 2S2L T8 | 2' LED Tube - 2 |
| 98 | Lake Dallas Admin | 0 | Cans | ALED10 | DNR |
| 99 | Lake Dallas Admin | 3 | RR Hall Cans | 6"REC CPL26 V4 | 6"RECLED10 |
| 100 | Lake Dallas Admin | 0 | RR Hall Cans | 6"RECLED10 | DNR |
| 101 | Lake Dallas Admin | 28 | Board Room | 22PB2U T8 | 2' LED Tube - 3 2x2 CK |
| 102 | Lake Dallas Admin | 7 | Cans | 6"REC FLLED10 BR30 | 6"RECLED10 |
| 103 | Lake Dallas Admin | 4 | Back Hall | 4S2L T8 | 4' LED Tube - 2 |
| 104 | Lake Dallas Admin | 3 | Storage | 22PB2U T8 | 2' LED Tube - 3 2x2 CK |
| 105 | Lake Dallas Admin | 4 | Work Room | 24TP2L T8 | 4' LED Tube - 2 |
| 106 | Lake Dallas Admin | 1 | Server | 24TP4L T8 | 4' LED Tube - 2 HO 2x4 CK |
| 107 | Lake Dallas Admin | 6 | Meeting Room | 24TP4L T8 | 4' LED Tube - 2 HO 2x4 CK |
| 108 | Lake Dallas Admin | 16 | Business Office | 24TP2L T8 | 4' LED Tube - 2 |
| 109 | Lake Dallas Admin | 9 | Business Office | 22PB2U T8 | 2' LED Tube - 3 2x2 CK |
| 110 | Lake Dallas Admin | 16 | HR Office | 24TP2L T8 | 4' LED Tube - 2 |
| 111 | Lake Dallas Admin | 1 | HR Office | 4W2L T8 | 4' LED Tube - 2 |
| 112 | Lake Dallas Admin | 6 | Kitchen Hall | 22PB2U T8 | 2' LED Tube - 3 2x2 CK |
| 113 | Lake Dallas Admin | 7 | Kitchen | 24TP4L T8 | 4' LED Tube - 2 HO 2x4 CK |
| 114 | Lake Dallas Admin | 4 | Kitchen | 24TP2L T8 | 4' LED Tube - 2 |
| 115 | Lake Dallas Admin | 4 | Kitchen | 4W2L T8 | 4' LED Tube - 2 |
| 116 | Lake Dallas Admin | 0 | Cans | 6"RECLED10 | DNR |
| 117 | Lake Dallas Admin | 2 | Cans | 6"REC MH-100 | 6"RECLED22 |
| 118 | Lake Dallas Admin | 0 | WP | WPLED40 | DNR |
| 119 | Lake Dallas Admin | 5 | WP | WP MH-250 | NFWPLED40 |
| 120 | Lake Dallas Admin | 1 | WP | WP ALED20 | NFWPLED40 |
| 121 | Lake Dallas MS | 10 | Office | 4ID1L T5 | 4' T5LED Tube - 1 HE |
| 122 | Lake Dallas MS | 1 | Office | 24ID3L T8 | 4' LED Tube - 3 |
| 123 | Lake Dallas MS | 0 | Office | 24CBLED30 | DNR |
| 124 | Lake Dallas MS | 2 | Hall | 24ID3L T8 | 4' LED Tube - 3 |
| 125 | Lake Dallas MS | 2 | Hall | 4ID1L T5 | 4' T5LED Tube - 1 HE |

| No. | Site | Qty | Description | Existing | Retrofit |
|---|---|---|---|---|---|
| 126 | Lake Dallas MS | 1 | Hall | 24TP2L T8 | 4' LED Tube - 2 |
| 127 | Lake Dallas MS | 4 | Meeting Room | 4ID1L T5 | 4' T5LED Tube - 1 HE |
| 128 | Lake Dallas MS | 8 | RR x2 Vanity | 3S1L T8 | 3' LED Tube - 1 |
| 129 | Lake Dallas MS | 14 | RR x2 Cans | 6"REC CPL26 V4 | 6"RECLED10 |
| 130 | Lake Dallas MS | 3 | Vault | 4ID1L T5 | 4' T5LED Tube - 1 HE |
| 131 | Lake Dallas MS | 0 | Hall | 24CBLED30 | DNR |
| 132 | Lake Dallas MS | 6 | Wall Wash | 14TP1L T5 | 4' T5LED Tube - 1 HE |
| 133 | Lake Dallas MS | 235 | Hall | 24TP3L T8 | 4' LED Tube - 2 HO |
| 134 | Lake Dallas MS | 11 | Nurse | 24TP3L T8 | 4' LED Tube - 2 HO |
| 135 | Lake Dallas MS | 0 | RR Can | 6"RECLED10 | DNR |
| 136 | Lake Dallas MS | 1 | Vanity | 3S1L T8 | 3' LED Tube - 1 |
| 137 | Lake Dallas MS | 745 | Class | 24TP3L T8 | 4' LED Tube - 2 HO |
| 138 | Lake Dallas MS | 26 | Office | 24TP3L T8 | 4' LED Tube - 2 HO |
| 139 | Lake Dallas MS | 12 | Conf Room | 24TP3L T8 | 4' LED Tube - 2 HO |
| 140 | Lake Dallas MS | 48 | Storage | 24TP3L T8 | 4' LED Tube - 2 HO |
| 141 | Lake Dallas MS | 11 | Lounge | 24TP3L T8 | 4' LED Tube - 2 HO |
| 142 | Lake Dallas MS | 4 | RR Vanity x2 | 3S1L T8 | 3' LED Tube - 1 |
| 143 | Lake Dallas MS | 0 | RR Cans | 6"RECLED10 | DNR |
| 144 | Lake Dallas MS | 8 | Work Room | 24TP3L T8 | 4' LED Tube - 2 HO |
| 145 | Lake Dallas MS | 4 | RR Hall | 24TP3L T8 | 4' LED Tube - 2 HO |
| 146 | Lake Dallas MS | 0 | MRR Cans | 6"RECLED10 | DNR |
| 147 | Lake Dallas MS | 2 | MRR Cans | 6"REC CPL26 V4 | 6"RECLED10 |
| 148 | Lake Dallas MS | 10 | Cove | 4S1L T8 | 4' LED Tube - 1 |
| 149 | Lake Dallas MS | 40 | RR Add. Lighting | NO LIGHTING | NF 6”RECLED10 |
| 150 | Lake Dallas MS | 6 | WRR Cans | 6"REC CPL26 V4 | 6"RECLED10 |
| 151 | Lake Dallas MS | 32 | Cove | 4S2L T8 | 4' LED Tube - 2 |
| 152 | Lake Dallas MS | 1 | RR Vanity | 3S1L T8 | 3' LED Tube - 1 |
| 153 | Lake Dallas MS | 1 | Can | 6"REC CPL26 V4 | 6"RECLED10 |
| 154 | Lake Dallas MS | 12 | Mechanical | 4S2L T8 | 4' LED Tube - 2 |
| 155 | Lake Dallas MS | 18 | Cafe | 24TP3L T8 | 4' LED Tube - 2 HO |
| 156 | Lake Dallas MS | 39 | Cafe | 4ID1L T5 | 4' T5LED Tube - 1 HE |
| 157 | Lake Dallas MS | 14 | Cafe | 14PB2L T8 | 4' LED Tube - 2 |
| 158 | Lake Dallas MS | 60 | Cafe | 4ID3L T5 | 4' T5LED Tube - 3 HE |
| 159 | Lake Dallas MS | 8 | Serving Line | 24TP3L T8 | 4' LED Tube - 2 HO |
| 160 | Lake Dallas MS | 18 | Kitchen | 24TP3L T8 | 4' LED Tube - 2 HO |
| 161 | Lake Dallas MS | 2 | Kitchen | 4W2L T8 | 4' LED Tube - 2 |
| 162 | Lake Dallas MS | 3 | Freezers | 4VT2L T8 | 4' LED Tube - 2 |
| 163 | Lake Dallas MS | 2 | Freezers | CFL23 | ALED8 |
| 164 | Lake Dallas MS | 8 | Vent Hood | IA1-60 JJ | ALED8 |
| 165 | Lake Dallas MS | 14 | Back Hall | 24TP3L T8 | 4' LED Tube - 2 HO |
| 166 | Lake Dallas MS | 1 | Janitor | 24TP3L T8 | 4' LED Tube - 2 HO |
| 167 | Lake Dallas MS | 3 | Ramp | 24TP3L T8 | 4' LED Tube - 2 HO |
| 168 | Lake Dallas MS | 2 | RR x2 | 4W2L T8 | 4' LED Tube - 2 |
| 169 | Lake Dallas MS | 14 | Cans | 6"REC CPL26 V4 | 6"RECLED10 |
| 170 | Lake Dallas MS | 33 | Choir | 24TP3L T8 | 4' LED Tube - 2 HO |
| 171 | Lake Dallas MS | 6 | Practice x3 | 24TP3L T8 | 4' LED Tube - 2 HO |
| 172 | Lake Dallas MS | 2 | File Room | 24TP3L T8 | 4' LED Tube - 2 HO |
| 173 | Lake Dallas MS | 7 | Hall | 14PB2L T8 | 4' LED Tube - 2 |
| 174 | Lake Dallas MS | 15 | Electrical | 4S2L T8 | 4' LED Tube - 2 |

| No. | Site | Qty | Description | Existing | Retrofit |
|---|---|---|---|---|---|
| 175 | Lake Dallas MS | 35 | Band Hall | 24TP3L T8 | 4' LED Tube - 2 HO |
| 176 | Lake Dallas MS | 18 | Practice Rooms | 24TP3L T8 | 4' LED Tube - 2 HO |
| 177 | Lake Dallas MS | 16 | Back Room | 24TP3L T8 | 4' LED Tube - 2 HO |
| 178 | Lake Dallas MS | 9 | Lockers | 24TP3L T8 | 4' LED Tube - 2 HO |
| 179 | Lake Dallas MS | 14 | Side Room | 24TP3L T8 | 4' LED Tube - 2 HO |
| 180 | Lake Dallas MS | 4 | Music Files | 24TP3L T8 | 4' LED Tube - 2 HO |
| 181 | Lake Dallas MS | 0 | Hall RR x2 | 24CBLED30 | DNR |
| 182 | Lake Dallas MS | 0 | Cans | 6"RECLED10 | DNR |
| 183 | Lake Dallas MS | 0 | Displays | DISPLAY LED10 | DNR |
| 184 | Lake Dallas MS | 0 | Laundry | 24CBLED30 | DNR |
| 185 | Lake Dallas MS | 0 | Girls Weights | HB LED100 | DNR |
| 186 | Lake Dallas MS | 0 | Storage | 24CBLED30 | DNR |
| 187 | Lake Dallas MS | 0 | Janitor | 24CBLED30 | DNR |
| 188 | Lake Dallas MS | 0 | Girls Lockers | 24CBLED30 | DNR |
| 189 | Lake Dallas MS | 0 | Trainer | 24CBLED30 | DNR |
| 190 | Lake Dallas MS | 0 | Lockers | 24CBLED30 | DNR |
| 191 | Lake Dallas MS | 0 | Boys Weights | HB LED100 | DNR |
| 192 | Lake Dallas MS | 8 | Concessions | 24TP3L T8 | 4' LED Tube - 2 HO |
| 193 | Lake Dallas MS | 48 | Comp Gym | 24HB6L T5 | NFUFOLED150 |
| 194 | Lake Dallas MS | 26 | Storage | 4S2L T8 | 4' LED Tube - 2 |
| 195 | Lake Dallas MS | 40 | Practice Gym | 24HB4L T5 | NF24HBLED200 |
| 196 | Lake Dallas MS | 0 | High Ramp Hall | 24CBLED30 | DNR |
| 197 | Lake Dallas MS | 2 | High Ramp Hall | 24TP3L T8 | 4' LED Tube - 2 HO |
| 198 | Lake Dallas MS | 2 | Office Common | 24TP3L T8 | 4' LED Tube - 2 HO |
| 199 | Lake Dallas MS | 20 | Office x3 | 24TP3L T8 | 4' LED Tube - 2 HO |
| 200 | Lake Dallas MS | 3 | Janitor | 4S2L T8 | 4' LED Tube - 2 |
| 201 | Lake Dallas MS | 40 | Coves x2 | 4S2L T8 | 4' LED Tube - 2 |
| 202 | Lake Dallas MS | 285 | Class | 24CB3L T8 | 4' LED Tube - 3 |
| 203 | Lake Dallas MS | 8 | Coves | 4S1L T8 | 4' LED Tube - 1 |
| 204 | Lake Dallas MS | 17 | Coves | 4S2L T8 | 4' LED Tube - 2 |
| 205 | Lake Dallas MS | 36 | Door Coves | 4S1L T8 | 4' LED Tube - 1 |
| 206 | Lake Dallas MS | 14 | Stairs | 24CB3L T8 | 4' LED Tube - 3 |
| 207 | Lake Dallas MS | 4 | Common | 24TP3L T8 | 4' LED Tube - 2 HO |
| 208 | Lake Dallas MS | 12 | Office x4 | 24TP3L T8 | 4' LED Tube - 2 HO |
| 209 | Lake Dallas MS | 4 | Copy Room | 24TP3L T8 | 4' LED Tube - 2 HO |
| 210 | Lake Dallas MS | 4 | Server | 24TP3L T8 | 4' LED Tube - 2 HO |
| 211 | Lake Dallas MS | 20 | Coves x2 | 4S1L T8 | 4' LED Tube - 1 |
| 212 | Lake Dallas MS | 6 | Stairs | 24TP3L T8 | 4' LED Tube - 2 HO |
| 213 | Lake Dallas MS | 6 | Book Room | 24TP3L T8 | 4' LED Tube - 2 HO |
| 214 | Lake Dallas MS | 0 | Hall Can | 6"RECLED10 | DNR |
| 215 | Lake Dallas MS | 2 | RR Can x2 | 6"REC CPL26 V4 | 6"RECLED10 |
| 216 | Lake Dallas MS | 8 | Cans | FL90 PAR38 | FLLED15 PAR38 |
| 217 | Lake Dallas MS | 3 | Break Area | 24TP3L T8 | 4' LED Tube - 2 HO |
| 218 | Lake Dallas MS | 75 | Library | 4ID1L T5 | 4' T5LED Tube - 1 HE |
| 219 | Lake Dallas MS | 5 | Library | DECO PENDANT CIRC 40 | CIRC RETRO LED20 |
| 220 | Lake Dallas MS | 4 | Study Room | 24TP3L T8 | 4' LED Tube - 2 HO |
| 221 | Lake Dallas MS | 4 | Copy Room | 24CB3L T8 | 4' LED Tube - 3 |
| 222 | Lake Dallas MS | 22 | Technology | 24TP3L T8 | 4' LED Tube - 2 HO |
| 223 | Lake Dallas MS | 3 | RR Vanity x3 | 3S1L T8 | 3' LED Tube - 1 |

| No. | Site | Qty | Description | Existing | Retrofit |
|---|---|---|---|---|---|
| 224 | Lake Dallas MS | 3 | RR Cans x3 | 6"REC CPL26 V4 | 6"RECLED10 |
| 225 | Lake Dallas MS | 20 | RR x2 Coves | 4S2L T8 | 4' LED Tube - 2 HO |
| 226 | Lake Dallas MS | 6 | Cans x2 | 6"REC CPL26 V4 | 6"RECLED10 |
| 227 | Lake Dallas MS | 14 | Door Cans | 6"REC CPL26 V4 | 6"RECLED10 |
| 228 | Lake Dallas MS | 6 | Book Storage | 24TP3L T8 | 4' LED Tube - 2 HO |
| 229 | Lake Dallas MS | 0 | Door Cans | 6"RECLED10 | DNR |
| 230 | Lake Dallas MS | 3 | Ground Flood | FLOOD CCLED50 YM | NFFLLED50 YM |
| 231 | Lake Dallas MS | 0 | Uplight | ULLED50 | DNR |
| 232 | Lake Dallas MS | 0 | Poles | FLLED150 SB | DNR |
| 233 | Lake Dallas MS | 0 | Canopy | CANOPYLED30 | DNR |
| 234 | Lake Dallas MS | 0 | Canopy | 14FPLED30 | DNR |
| 235 | Lake Dallas MS | 0 | WP | WPLED50 FC | DNR |
| 236 | Lake Dallas MS | 2 | WP | WP MH-175 | NFWPLED40 |
| 237 | Shady Shores Elem | 191 | Office | 24TP3L T8 | 4' LED Tube - 2 HO |
| 238 | Shady Shores Elem | 2 | Vault | 24TP3L T8 | 4' LED Tube - 2 HO |
| 239 | Shady Shores Elem | 3 | Closet | 24TP3L T8 | 4' LED Tube - 2 HO |
| 240 | Shady Shores Elem | 3 | Conf Room | 24TP3L T8 | 4' LED Tube - 2 HO |
| 241 | Shady Shores Elem | 8 | Common Area | 24TP3L T8 | 4' LED Tube - 2 HO |
| 242 | Shady Shores Elem | 16 | Work Room | 24TP3L T8 | 4' LED Tube - 2 HO |
| 243 | Shady Shores Elem | 2 | Test Room | 24TP3L T8 | 4' LED Tube - 2 HO |
| 244 | Shady Shores Elem | 3 | Principal | 24TP3L T8 | 4' LED Tube - 2 HO |
| 245 | Shady Shores Elem | 5 | RR | 24TP3L T8 | 4' LED Tube - 2 HO |
| 246 | Shady Shores Elem | 1 | Vanity | 4W2L T8 | 4' LED Tube - 2 |
| 247 | Shady Shores Elem | 6 | Can | 6"REC CPL26 V4 | 6"RECLED10 |
| 248 | Shady Shores Elem | 80 | Hall | 24TP3L T8 | 4' LED Tube - 2 HO |
| 249 | Shady Shores Elem | 9 | Nurse | 24TP3L T8 | 4' LED Tube - 2 HO |
| 250 | Shady Shores Elem | 1 | RR | 24TP2L T8 | 4' LED Tube - 2 |
| 251 | Shady Shores Elem | 4 | RR | 4W2L T8 | 4' LED Tube - 2 |
| 252 | Shady Shores Elem | 530 | Class | 24TP3L T8 | 4' LED Tube - 2 HO |
| 253 | Shady Shores Elem | 3 | Storage | 24TP2L T8 | 4' LED Tube - 2 |
| 254 | Shady Shores Elem | 44 | RR x2 | 24TP3L T8 | 4' LED Tube - 2 HO |
| 255 | Shady Shores Elem | 10 | RR x2 | 4W2L T8 | 4' LED Tube - 2 |
| 256 | Shady Shores Elem | 4 | Book Room | 24TP3L T8 | 4' LED Tube - 2 HO |
| 257 | Shady Shores Elem | 74 | Storage | 24TP3L T8 | 4' LED Tube - 2 HO |
| 258 | Shady Shores Elem | 12 | Lounge | 24TP3L T8 | 4' LED Tube - 2 HO |
| 259 | Shady Shores Elem | 0 | Cans | 6"RECLED10 | DNR |
| 260 | Shady Shores Elem | 87 | Cans | 6"REC CPL26 V4 | 6"RECLED10 |
| 261 | Shady Shores Elem | 26 | Cross Hall | 24TP3L T8 | 4' LED Tube - 2 HO |
| 262 | Shady Shores Elem | 48 | Comp Lab | 24PB3L T8 | 4' LED Tube - 3 |
| 263 | Shady Shores Elem | 8 | Server | 24TP3L T8 | 4' LED Tube - 2 HO |
| 264 | Shady Shores Elem | 4 | Side Hall | 24TP3L T8 | 4' LED Tube - 2 HO |
| 265 | Shady Shores Elem | 24 | Multi Purpose | 24TP3L T8 | 4' LED Tube - 2 HO |
| 266 | Shady Shores Elem | 22 | Hall Cans | 6"REC CPL26 V4 | 6"RECLED10 |
| 267 | Shady Shores Elem | 4 | Janitor | 24TP3L T8 | 4' LED Tube - 2 HO |
| 268 | Shady Shores Elem | 8 | Electrical | 4S2L T8 | 4' LED Tube - 2 |
| 269 | Shady Shores Elem | 40 | Library | 4ID3L T8 | 4' LED Tube - 3 HO |
| 270 | Shady Shores Elem | 0 | Cans | 4"RECLED8 | DNR |
| 271 | Shady Shores Elem | 8 | Study Room | 24TP3L T8 | 4' LED Tube - 2 HO |
| 272 | Shady Shores Elem | 4 | Janitor | 4S2L T8 | 4' LED Tube - 2 |

| No. | Site | Qty | Description | Existing | Retrofit |
|---|---|---|---|---|---|
| 273 | Shady Shores Elem | 3 | Chair Storage | 24TP3L T8 | 4' LED Tube - 2 HO |
| 274 | Shady Shores Elem | 24 | Cafe | 24TP3L T8 | 4' LED Tube - 2 HO |
| 275 | Shady Shores Elem | 32 | Cafe | 4ID3L T8 | 4' LED Tube - 3 HO |
| 276 | Shady Shores Elem | 0 | Ramp Cans | 6"RECLED10 | DNR |
| 277 | Shady Shores Elem | 3 | Ramp Cans | 6"REC CPL26 V4 | 6"RECLED10 |
| 278 | Shady Shores Elem | 8 | Stage | 24TP3L T8 | 4' LED Tube - 2 HO |
| 279 | Shady Shores Elem | 22 | Kitchen | 24TP3L T8 | 4' LED Tube - 2 HO |
| 280 | Shady Shores Elem | 2 | Pantry | 24TP3L T8 | 4' LED Tube - 2 HO |
| 281 | Shady Shores Elem | 4 | Laundry | 4S2L T8 | 4' LED Tube - 2 |
| 282 | Shady Shores Elem | 0 | Vent Hood | ALED10 | DNR |
| 283 | Shady Shores Elem | 0 | Freezers | ALED10 | DNR |
| 284 | Shady Shores Elem | 7 | Main Hall Globes | GLOBE MH-400 | HBRETROLED150 |
| 285 | Shady Shores Elem | 0 | Gym | HB LED100 | DNR |
| 286 | Shady Shores Elem | 8 | Storage | 4S2L T8 | 4' LED Tube - 2 |
| 287 | Shady Shores Elem | 16 | Mezzanine | 4S2L T8 | 4' LED Tube - 2 |
| 288 | Shady Shores Elem | 13 | Offices | 24TP3L T8 | 4' LED Tube - 2 HO |
| 289 | Shady Shores Elem | 38 | Childcare | 24TP3L T8 | 4' LED Tube - 2 HO |
| 290 | Shady Shores Elem | 3 | Lobby Cans | 6"REC CPL26 V4 | 6"RECLED10 |
| 291 | Shady Shores Elem | 0 | Lobby Cans | 6"RECLED10 | DNR |
| 292 | Shady Shores Elem | 2 | Front Science | JJ 2CPL26 V4 | NFJJLED20 |
| 293 | Shady Shores Elem | 2 | Uplight | UL MH-175 | HW LED CC54 |
| 294 | Shady Shores Elem | 31 | Poles | POLE CCLED100 SB | NFFLLED150 SB |
| 295 | Shady Shores Elem | 1 | Flood | FLOOD CCLED50 YM | NFFLLED50 YM |
| 296 | Shady Shores Elem | 18 | WP | WP ALED20 FC | NFWPLED45 FC |
| 297 | Shady Shores Elem | 18 | Canopy | CANOPY ALED15 | NFCANOPYLED27 |
| 298 | Shady Shores Elem | 8 | WP | WP CPL42 V4 | NFWPLED25 |
| 299 | Shady Shores Elem | 2 | Riser Room | 4S2L T8 | 4' LED Tube - 2 |
| 300 | Shady Shores Elem | 12 | Mechanical | 4S2L T8 | 4' LED Tube - 2 |
| 301 | Corinth Elem | 0 | Entry | 14FPLED30 | DNR |
| 302 | Corinth Elem | 0 | Lobby | 24CBLED30 | DNR |
| 303 | Corinth Elem | 0 | Common Area | 24CBLED30 | DNR |
| 304 | Corinth Elem | 0 | Office | 24CBLED30 | DNR |
| 305 | Corinth Elem | 0 | Nurse | 24CBLED30 | DNR |
| 306 | Corinth Elem | 0 | RR Can | 6"RECLED10 DIM | DNR |
| 307 | Corinth Elem | 0 | Back Commons | 24CBLED30 | DNR |
| 308 | Corinth Elem | 0 | Study Room | 24CBLED30 | DNR |
| 309 | Corinth Elem | 0 | RR Can | 6"RECLED10 | DNR |
| 310 | Corinth Elem | 0 | Hall | 14FPLED30 | DNR |
| 311 | Corinth Elem | 0 | Wall Wash | 14FPLED30 | DNR |
| 312 | Corinth Elem | 0 | Globes | DECO PENDANT LED30 | DNR |
| 313 | Corinth Elem | 12 | Ramp Hall | 24TP3L T8 | 4' LED Tube - 2 HO |
| 314 | Corinth Elem | 4 | Book Room | 24TP3L T8 | 4' LED Tube - 2 HO |
| 315 | Corinth Elem | 12 | Lounge | 24TP3L T8 | 4' LED Tube - 2 HO |
| 316 | Corinth Elem | 46 | Hall | 24TP3L T8 | 4' LED Tube - 2 HO |
| 317 | Corinth Elem | 6 | Work Room | 24TP3L T8 | 4' LED Tube - 2 HO |
| 318 | Corinth Elem | 4 | RR Coves x2 | 4S2L T8 | 4' LED Tube - 2 |
| 319 | Corinth Elem | 0 | Hall Cans | 6"RECLED10 | DNR |
| 320 | Corinth Elem | 27 | Storage | 24TP3L T8 | 4' LED Tube - 2 HO |
| 321 | Corinth Elem | 48 | Cove | 4S2L T8 | 4' LED Tube - 2 |

| No. | Site | Qty | Description | Existing | Retrofit |
|---|---|---|---|---|---|
| 322 | Corinth Elem | 12 | Cove | 3S2L T8 | 3' LED Tube - 2 |
| 323 | Corinth Elem | 12 | Cove | 2S2L T8 | 2' LED Tube - 2 |
| 324 | Corinth Elem | 350 | Class | 24TP3L T8 | 4' LED Tube - 2 HO |
| 325 | Corinth Elem | 0 | Door Can | 6"RECLED10 | DNR |
| 326 | Corinth Elem | 14 | Cans x7 | 6"REC CPL26 V4 | 6"RECLED10 |
| 327 | Corinth Elem | 32 | Cans | 6"REC ALED10 | 6"RECLED10 |
| 328 | Corinth Elem | 0 | RR Sconce x2 | SCONCE LED10 | DNR |
| 329 | Corinth Elem | 6 | Coves x2 | 4S2L T8 | 4' LED Tube - 2 |
| 330 | Corinth Elem | 2 | Coves x2 | 3S2L T8 | 3' LED Tube - 2 |
| 331 | Corinth Elem | 3 | Janitor | 4S2L T8 | 4' LED Tube - 2 |
| 332 | Corinth Elem | 30 | Gym | 24HB4L T5 | NF24HBLED200 |
| 333 | Corinth Elem | 2 | Office | 24TP3L T8 | 4' LED Tube - 2 HO |
| 334 | Corinth Elem | 2 | RR Cans | 6"REC CPL26 V4 | 6"RECLED10 |
| 335 | Corinth Elem | 16 | RR x2 | 6"REC CPL26 V4 | 6"RECLED10 |
| 336 | Corinth Elem | 0 | RR x2 | 14FPLED30 | DNR |
| 337 | Corinth Elem | 14 | Electrical | 4S2L T8 | 4' LED Tube - 2 |
| 338 | Corinth Elem | 20 | Room Cans x5 | 6"REC CPL26 V4 | 6"RECLED10 |
| 339 | Corinth Elem | 0 | Library | 14FPLED30 | DNR |
| 340 | Corinth Elem | 0 | Video Room | 24CBLED30 | DNR |
| 341 | Corinth Elem | 0 | Cans | 6"RECLED10 | DNR |
| 342 | Corinth Elem | 0 | Work Room | 24CBLED30 | DNR |
| 343 | Corinth Elem | 0 | Server | 24CBLED30 | DNR |
| 344 | Corinth Elem | 0 | RR x2 | 24CBLED30 | DNR |
| 345 | Corinth Elem | 2 | Janitor x2 | 4S2L T8 | 4' LED Tube - 2 |
| 346 | Corinth Elem | 0 | Hall | 24CBLED30 | DNR |
| 347 | Corinth Elem | 5 | Hall | 24TP2L T8 | 4' LED Tube - 2 |
| 348 | Corinth Elem | 7 | Common Area | 24TP2L T8 | 4' LED Tube - 2 |
| 349 | Corinth Elem | 0 | Class | 24CBLED30 | DNR |
| 350 | Corinth Elem | 0 | Storage | 24CBLED30 | DNR |
| 351 | Corinth Elem | 0 | Cafe | 14FPLED30 | DNR |
| 352 | Corinth Elem | 0 | Kitchen | 24CBLED30 | DNR |
| 353 | Corinth Elem | 0 | Ramp | 24CBLED30 | DNR |
| 354 | Corinth Elem | 0 | Stage | 14FPLED30 | DNR |
| 355 | Corinth Elem | 0 | Electrical | 24CBLED30 | DNR |
| 356 | Corinth Elem | 0 | Low Ceiling | 24CBLED30 | DNR |
| 357 | Corinth Elem | 0 | Low Ceiling | 14FPLED30 | DNR |
| 358 | Corinth Elem | 0 | Janitor | 24CBLED30 | DNR |
| 359 | Corinth Elem | 0 | RR Cans x2 | 6"RECLED10 | DNR |
| 360 | Corinth Elem | 2 | Storage | 4W2L T8 | 4' LED Tube - 2 |
| 361 | Corinth Elem | 0 | Cans x4 | 6"RECLED10 | DNR |
| 362 | Corinth Elem | 0 | Exit Cans | 6"RECLED10 | DNR |
| 363 | Corinth Elem | 25 | Cans x4 | 6"REC CPL26 V4 | 6"RECLED10 |
| 364 | Corinth Elem | 0 | Multi Purpose | 14FPLED30 | DNR |
| 365 | Corinth Elem | 0 | Side Hall | 24CBLED30 | DNR |
| 366 | Corinth Elem | 0 | Conf Room | 14FPLED30 | DNR |
| 367 | Corinth Elem | 0 | RR x2 Cans | 6"RECLED10 | DNR |
| 368 | Corinth Elem | 0 | Front Cans | 6"RECLED10 | DNR |
| 369 | Corinth Elem | 0 | Poles | FLLED150 SB | DNR |
| 370 | Corinth Elem | 9 | Cans | 6"REC MH-70 | 6"RECLED12 |

| No. | Site | Qty | Description | Existing | Retrofit |
|---|---|---|---|---|---|
| 371 | Corinth Elem | 0 | WP | WPLED40 | DNR |
| 372 | Corinth Elem | 0 | Flood | FLLED100 YM | DNR |
| 373 | Corinth Elem | 3 | WP | WP CCLED50 | NFWPLED40 |
| 374 | Corinth Elem | 4 | Riser | 4S2L T8 | 4' LED Tube - 2 |
| 375 | Corinth Elem | 12 | Mechanical | 4S2L T8 | 4' LED Tube - 2 |
| 376 | Lake Dallas HS | 0 | Office | 24CBLED30 | DNR |
| 377 | Lake Dallas HS | 0 | Office | 14FPLED30 | DNR |
| 378 | Lake Dallas HS | 0 | RR Can | 6"RECLED10 | DNR |
| 379 | Lake Dallas HS | 0 | Hall | 24CBLED30 | DNR |
| 380 | Lake Dallas HS | 0 | Conf Room | 24CBLED30 | DNR |
| 381 | Lake Dallas HS | 0 | Work Room | 24CBLED30 | DNR |
| 382 | Lake Dallas HS | 0 | Class | 24CBLED30 | DNR |
| 383 | Lake Dallas HS | 0 | Storage | 24CBLED30 | DNR |
| 384 | Lake Dallas HS | 0 | Clinic | 24CBLED30 | DNR |
| 385 | Lake Dallas HS | 0 | RR x2 Cans | 6"RECLED10 | DNR |
| 386 | Lake Dallas HS | 0 | Conf Room | 14FPLED30 | DNR |
| 387 | Lake Dallas HS | 0 | Lobby | 14FPLED30 | DNR |
| 388 | Lake Dallas HS | 0 | Common Area | 14FPLED30 | DNR |
| 389 | Lake Dallas HS | 0 | Auditorium Cans | PENDANT LED50 | DNR |
| 390 | Lake Dallas HS | 0 | Back Stage | 24CBLED30 | DNR |
| 391 | Lake Dallas HS | 0 | Back Stage | 14FPLED30 | DNR |
| 392 | Lake Dallas HS | 0 | Black Box | 4VTLED30 | DNR |
| 393 | Lake Dallas HS | 3 | Side Hall | 24TP2L T8 | 4' LED Tube - 2 |
| 394 | Lake Dallas HS | 0 | Costume Storage | 24CBLED30 | DNR |
| 395 | Lake Dallas HS | 0 | Server | 24CBLED30 | DNR |
| 396 | Lake Dallas HS | 0 | Band Hall | 24CBLED30 | DNR |
| 397 | Lake Dallas HS | 0 | Loading Dock | 4VTLED30 | DNR |
| 398 | Lake Dallas HS | 0 | Lockers | 24CBLED30 | DNR |
| 399 | Lake Dallas HS | 0 | Practice x4 | 14FPLED30 | DNR |
| 400 | Lake Dallas HS | 0 | File Room | 24CBLED30 | DNR |
| 401 | Lake Dallas HS | 0 | Entry | 24CBLED30 | DNR |
| 402 | Lake Dallas HS | 0 | Choir | 24CBLED30 | DNR |
| 403 | Lake Dallas HS | 0 | Storage x3 | 24CBLED30 | DNR |
| 404 | Lake Dallas HS | 0 | Gym | 24HBLED100 | DNR |
| 405 | Lake Dallas HS | 0 | RR Can x2 | 6"RECLED10 | DNR |
| 406 | Lake Dallas HS | 0 | Gym Hall | 24CBLED30 | DNR |
| 407 | Lake Dallas HS | 33 | Office | 24TP2L T8 | 4' LED Tube - 2 |
| 408 | Lake Dallas HS | 6 | RR | 4W2L T8 | 4' LED Tube - 2 |
| 409 | Lake Dallas HS | 0 | Can | 6"RECLED10 | DNR |
| 410 | Lake Dallas HS | 70 | Storage | 24TP2L T8 | 4' LED Tube - 2 |
| 411 | Lake Dallas HS | 195 | Lockers | 24TP2L T8 | 4' LED Tube - 2 |
| 412 | Lake Dallas HS | 0 | Cans | 6"RECLED10 | DNR |
| 413 | Lake Dallas HS | 0 | Janitor | 24CBLED30 | DNR |
| 414 | Lake Dallas HS | 5 | Can | 6"REC CPL26 V4 | 6"RECLED10 |
| 415 | Lake Dallas HS | 115 | Hall | 24TP2L T8 | 4' LED Tube - 2 |
| 416 | Lake Dallas HS | 4 | Server | 4S2L T8 | 4' LED Tube - 2 |
| 417 | Lake Dallas HS | 47 | Cans | 6"REC CPL26 V4 | 6"RECLED10 |
| 418 | Lake Dallas HS | 36 | Weight Room | 4S2L T8 | 4' LED Tube - 2 |
| 419 | Lake Dallas HS | 41 | Dance Studio | 24TP3L T8 | 4' LED Tube - 2 HO |

| No. | Site | Qty | Description | Existing | Retrofit |
|---|---|---|---|---|---|
| 420 | Lake Dallas HS | 15 | Baseball | 24TP2L T8 | 4' LED Tube - 2 |
| 421 | Lake Dallas HS | 24 | Entry Cans | 6"REC CPL26 V4 | 6"RECLED10 |
| 422 | Lake Dallas HS | 8 | Office x4 | 24TP2L T8 | 4' LED Tube - 2 |
| 423 | Lake Dallas HS | 70 | Comp Gym | 24HB6L T5 | NFUFOLED150 |
| 424 | Lake Dallas HS | 9 | Hall by Old Gym | 24TP2L T8 | 4' LED Tube - 2 |
| 425 | Lake Dallas HS | 18 | Electrical | 4S2L T8 | 4' LED Tube - 2 |
| 426 | Lake Dallas HS | 33 | Old Gym | 24HB6L T5 | NFUFOLED150 |
| 427 | Lake Dallas HS | 54 | Open Lobby | 24TP2L T8 | 4' LED Tube - 2 |
| 428 | Lake Dallas HS | 14 | Concessions | 24TP2L T8 | 4' LED Tube - 2 |
| 429 | Lake Dallas HS | 30 | RR x2 | 24TP2L T8 | 4' LED Tube - 2 |
| 430 | Lake Dallas HS | 6 | Janitor x2 | 4S2L T8 | 4' LED Tube - 2 |
| 431 | Lake Dallas HS | 0 | Lobby Uplight | ULLED50 | DNR |
| 432 | Lake Dallas HS | 0 | Entry Cans | 6"RECLED10 | DNR |
| 433 | Lake Dallas HS | 3 | Display | 4S2L T8 | 4' LED Tube - 2 |
| 434 | Lake Dallas HS | 0 | Offices | 24CBLED30 | DNR |
| 435 | Lake Dallas HS | 0 | Police | 24CBLED30 | DNR |
| 436 | Lake Dallas HS | 0 | RR Area | 24CBLED30 | DNR |
| 437 | Lake Dallas HS | 12 | Break Area | 24TP2L T8 | 4' LED Tube - 2 |
| 438 | Lake Dallas HS | 30 | Class | 24TP2L T8 | 4' LED Tube - 2 |
| 439 | Lake Dallas HS | 0 | Stairs | 24CBLED30 | DNR |
| 440 | Lake Dallas HS | 46 | Mechanical | 4S2L T8 | 4' LED Tube - 2 |
| 441 | Lake Dallas HS | 0 | Lounge | 24CBLED30 | DNR |
| 442 | Lake Dallas HS | 6 | RR x2 | 4W2L T8 | 4' LED Tube - 2 |
| 443 | Lake Dallas HS | 75 | Class | 24PC2L T8 | 4' LED Tube - 2 |
| 444 | Lake Dallas HS | 4 | Storage | 24PC2L T8 | 4' LED Tube - 2 |
| 445 | Lake Dallas HS | 4 | Laundry | 4S2L T8 | 4' LED Tube - 2 |
| 446 | Lake Dallas HS | 605 | Class | 24TP3L T8 | 4' LED Tube - 2 HO |
| 447 | Lake Dallas HS | 3 | Stair Landing | 24TP3L T8 | 4' LED Tube - 2 HO |
| 448 | Lake Dallas HS | 13 | RR | 24TP2L T8 | 4' LED Tube - 2 |
| 449 | Lake Dallas HS | 2 | Staff RR | 4W2L T8 | 4' LED Tube - 2 |
| 450 | Lake Dallas HS | 6 | Work Room | 24TP2L T8 | 4' LED Tube - 2 |
| 451 | Lake Dallas HS | 3 | Meeting Room | 24TP3L T8 | 4' LED Tube - 2 HO |
| 452 | Lake Dallas HS | 27 | Storage | 24TP3L T8 | 4' LED Tube - 2 HO |
| 453 | Lake Dallas HS | 27 | Stairs | 24TP2L T8 | 4' LED Tube - 2 |
| 454 | Lake Dallas HS | 0 | ISS | 24CBLED30 | DNR |
| 455 | Lake Dallas HS | 4 | Janitor | 4S2L T8 | 4' LED Tube - 2 |
| 456 | Lake Dallas HS | 1 | Mechanical | 24TP2L T8 | 4' LED Tube - 2 |
| 457 | Lake Dallas HS | 0 | Elev Lobby | 24CBLED30 | DNR |
| 458 | Lake Dallas HS | 9 | Book Room | 24TP2L T8 | 4' LED Tube - 2 |
| 459 | Lake Dallas HS | 10 | Stairs | 4W2L T8 | 4' LED Tube - 2 |
| 460 | Lake Dallas HS | 1 | Elev Landing | 24TP2L T8 | 4' LED Tube - 2 |
| 461 | Lake Dallas HS | 2 | Conf Room | 24TP3L T8 | 4' LED Tube - 2 HO |
| 462 | Lake Dallas HS | 3 | Work Room | 24TP3L T8 | 4' LED Tube - 2 HO |
| 463 | Lake Dallas HS | 7 | RR Area | 24TP2L T8 | 4' LED Tube - 2 |
| 464 | Lake Dallas HS | 0 | Office Suite | 24CBLED30 | DNR |
| 465 | Lake Dallas HS | 0 | Lobby | 24CBLED30 | DNR |
| 466 | Lake Dallas HS | 0 | Couns. Common | 14FPLED30 | DNR |
| 467 | Lake Dallas HS | 0 | Couns. Common | 24CBLED30 | DNR |
| 468 | Lake Dallas HS | 0 | Copy Room | 24CBLED30 | DNR |

| No. | Site | Qty | Description | Existing | Retrofit |
|---|---|---|---|---|---|
| 469 | Lake Dallas HS | 0 | Back Hall | 24CBLED30 | DNR |
| 470 | Lake Dallas HS | 0 | Office x5 | 24CBLED30 | DNR |
| 471 | Lake Dallas HS | 0 | RR Cans | 6"RECLED10 | DNR |
| 472 | Lake Dallas HS | 0 | Mechanical | 24CBLED30 | DNR |
| 473 | Lake Dallas HS | 5 | Electrical | 24TP2L T8 | 4' LED Tube - 2 |
| 474 | Lake Dallas HS | 34 | Kitchen | 24TP2L T8 | 4' LED Tube - 2 |
| 475 | Lake Dallas HS | 5 | Kitchen | 14TP2L T8 | 4' LED Tube - 2 |
| 476 | Lake Dallas HS | 2 | Freezers x3 | 4VT2L T8 | 4' LED Tube - 2 |
| 477 | Lake Dallas HS | 0 | Freezers x3 | ALED10 | DNR |
| 478 | Lake Dallas HS | 6 | Vent Hood | IA1-60 JJ | ALED8 |
| 479 | Lake Dallas HS | 40 | Lecture Hall | 24TP2L T8 | 4' LED Tube - 2 |
| 480 | Lake Dallas HS | 0 | Common Area Cans | 6"RECLED10 | DNR |
| 481 | Lake Dallas HS | 0 | Main Hall | 24CBLED30 | DNR |
| 482 | Lake Dallas HS | 0 | Library | 14FPLED30 | DNR |
| 483 | Lake Dallas HS | 0 | Break Room | 24FPLED30 | DNR |
| 484 | Lake Dallas HS | 0 | Office | 24FPLED30 | DNR |
| 485 | Lake Dallas HS | 0 | Work Room | 24FPLED30 | DNR |
| 486 | Lake Dallas HS | 0 | Study Rooms Cans | 6"RECLED10 | DNR |
| 487 | Lake Dallas HS | 0 | Class | 22FPLED20 | DNR |
| 488 | Lake Dallas HS | 0 | Comp Lab | 24CBLED30 | DNR |
| 489 | Lake Dallas HS | 0 | Studio | 24CBLED30 | DNR |
| 490 | Lake Dallas HS | 0 | Control Room | 24CBLED30 | DNR |
| 491 | Lake Dallas HS | 0 | Landing | 24CBLED30 | DNR |
| 492 | Lake Dallas HS | 0 | Entry | 24CBLED30 | DNR |
| 493 | Lake Dallas HS | 6 | Courtyard Cans | 6"REC CPL26 V4 | 6"RECLED10 |
| 494 | Lake Dallas HS | 12 | Office | 24TP3L T8 | 4' LED Tube - 2 HO |
| 495 | Lake Dallas HS | 0 | Sidewalk Poles | POLE LED75 CM | DNR |
| 496 | Lake Dallas HS | 0 | Food Lab | 24FPLED30 | DNR |
| 497 | Lake Dallas HS | 0 | Class | 22CBLED20 | DNR |
| 498 | Lake Dallas HS | 2 | Janitor | 4S1L T8 | 4' LED Tube - 1 |
| 499 | Lake Dallas HS | 0 | Canopy | 14FPLED30 | DNR |
| 500 | Lake Dallas HS | 0 | Poles | FLLED150 SB | DNR |
| 501 | Lake Dallas HS | 0 | WP | WPLED40 | DNR |
| 502 | Lake Dallas HS | 20 | Weight Room | 24TP3L T8 | 4' LED Tube - 2 HO |
| 503 | Lake Dallas HS | 12 | Coaches Office | 24TP3L T8 | 4' LED Tube - 2 HO |
| 504 | Lake Dallas HS | 1 | Server | 24TP3L T8 | 4' LED Tube - 2 HO |
| 505 | Lake Dallas HS | 49 | Lockers | 24TP3L T8 | 4' LED Tube - 2 HO |
| 506 | Lake Dallas HS | 8 | Helmet Room | 4VT2L T8 | 4' LED Tube - 2 |
| 507 | Lake Dallas HS | 8 | Hall | 24TP3L T8 | 4' LED Tube - 2 HO |
| 508 | Lake Dallas HS | 17 | Training | 24TP3L T8 | 4' LED Tube - 2 HO |
| 509 | Lake Dallas HS | 1 | Storage | 4IH2L T8 | 4' LED Tube - 2 |
| 510 | Lake Dallas HS | 4 | Laundry | 24TP3L T8 | 4' LED Tube - 2 HO |
| 511 | Lake Dallas HS | 4 | Service Lights | 4VT2L T8 | 4' LED Tube - 2 |
| 512 | Lake Dallas HS | 33 | Varsity Lockers | 24TP3L T8 | 4' LED Tube - 2 HO |
| 513 | Lake Dallas HS | 15 | Storage | 4VT2L T8 | 4' LED Tube - 2 |
| 514 | Lake Dallas HS | 27 | JV Lockers | 24TP3L T8 | 4' LED Tube - 2 HO |
| 515 | Lake Dallas HS | 32 | Freshman | 24TP3L T8 | 4' LED Tube - 2 HO |
| 516 | Lake Dallas HS | 3 | RR Area | 24TP3L T8 | 4' LED Tube - 2 HO |
| 517 | Lake Dallas HS | 8 | Canopy Cans | 6"REC ALED10 | 6"RECLED10 |

| No. | Site | Qty | Description | Existing | Retrofit |
|---|---|---|---|---|---|
| 518 | Lake Dallas HS | 14 | WP | WP CCLED50 | NFWPLED40 |
| 519 | Lake Dallas HS | 2 | Cans | 6"REC ALED10 | 6"RECLED10 |
| 520 | Lake Dallas HS | 2 | Riser Room | 4S2L T8 | 4' LED Tube - 2 |
| 521 | Lake Dallas HS | 0 | Meeting Room | 24CBLED30 | DNR |
| 522 | Lake Dallas HS | 0 | RR | 24CBLED30 | DNR |
| 523 | Lake Dallas HS | 0 | Storage | 22CBLED20 | DNR |
| 524 | Lake Dallas HS | 0 | Football Field | 24HBLED100 | DNR |
| 525 | Lake Dallas HS | 0 | Mechanical | 22CBLED20 | DNR |
| 526 | Lake Dallas HS | 0 | Globes | ALED20 | DNR |
| 527 | Lake Dallas HS | 20 | Visitor RR x2 | 4VT2L T8 | 4' LED Tube - 2 |
| 528 | Lake Dallas HS | 2 | Family RR | 24TP3L T8 | 4' LED Tube - 2 HO |
| 529 | Lake Dallas HS | 37 | Concessions | 24TP3L T8 | 4' LED Tube - 2 HO |
| 530 | Lake Dallas HS | 4 | Vent Hood | CFL23 | ALED8 |
| 531 | Lake Dallas HS | 3 | Ticket Booth | 4VT2L T8 | 4' LED Tube - 2 |
| 532 | Lake Dallas HS | 2 | Electrical | 4VT2L T8 | 4' LED Tube - 2 |
| 533 | Lake Dallas HS | 2 | Janitor | 4VT2L T8 | 4' LED Tube - 2 |
| 534 | Lake Dallas HS | 8 | Storage x4 | 4VT2L T8 | 4' LED Tube - 2 |
| 535 | Lake Dallas HS | 4 | WP | WP CCLED50 FC | NFWPLED45 FC |
| 536 | Lake Dallas HS | 1 | Home Ticket Booth | 4VT2L T8 | 4' LED Tube - 2 |
| 537 | Lake Dallas HS | 5 | Floods | FLOOD MH-250 SF | NFFLLED100 SF P4 |
| 538 | Lake Dallas HS | 3 | Floods | FLOOD CCLED50 SF | NFFLLED100 SF |
| 539 | Lake Dallas HS | 54 | RR x2 | 4VT2L T8 | 4' LED Tube - 2 |
| 540 | Lake Dallas HS | 3 | Storage x2 | 24TP3L T8 | 4' LED Tube - 2 HO |
| 541 | Lake Dallas HS | 1 | Riser Room | 4VT2L T8 | 4' LED Tube - 2 |
| 542 | Lake Dallas HS | 4 | Mini WP | SP MH-70 | NFSPLED17PC |
| 543 | Lake Dallas HS | 2 | Uplight Floods | FLOOD MH-250 SF | NFFLLED100 SF P4 |
| 544 | Lake Dallas HS | 4 | Pressbox Hall | 14TP2L T8 | 4' LED Tube - 2 |
| 545 | Lake Dallas HS | 18 | Rooms | 14TP2L T8 | 4' LED Tube - 2 |
| 546 | Lake Dallas HS | 10 | Cans | 6" DRUM CPL26 V4 | HW PLLED13 V4 |
| 547 | Lake Dallas HS | 2 | Elevator | 4S1L T8 | 4' LED Tube - 1 |
| 548 | Lake Dallas HS | 4 | Hall | 14TP2L T8 | 4' LED Tube - 2 |
| 549 | Lake Dallas HS | 2 | Softball Pressbox | 4VT2L T8 | 4' LED Tube - 2 |
| 550 | Lake Dallas HS | 4 | Baseball Pressbox | 24TP3L T8 | 4' LED Tube - 2 HO |
| 551 | Lake Dallas HS | 0 | Tennis Courts | SPORT FLOOD LED400 | DNR |
| 552 | Lake Dallas HS | 2 | Tennis Bldg | 4VT2L T8 | 4' LED Tube - 2 |
| 553 | Lake Dallas HS | 0 | Parking Poles | FLLED150 SB | DNR |
| 554 | Ag Barn Facility | 24 | Animal Pens | 4VT2L T8 | NF4VTLED2HO |
| 555 | Ag Barn Facility | 1 | Animal Pens | WP MH-175 | NFWPLED40 |
| 556 | Ag Barn Facility | 1 | Floods | FL HPS-70 | NFFLLED30 KN |
| 557 | Ag Barn Facility | 4 | Flood Lamps | FL150 PAR38 | FLLED20 PAR38 |
| 558 | Ag Barn Facility | 1 | WP | WP MH-250 | NFWPLED40 |
| 559 | Ag Barn Facility | 8 | Animal Pens | HB LED CC100 | NFUFOLED150 |
| 560 | Ag Barn Facility | 2 | Storage | HB LED CC100 | NFUFOLED150 |
| 561 | Event Center | 3 | Event Hall | DECO PENDANT CFL23 | ALED8 |
| 562 | Event Center | 56 | Event Hall | PENDANT FLLED15 PAR38 | FLLED20 PAR38 |
| 563 | Event Center | 8 | Kitchen | 22TP2U T8 | 2' LED Tube - 3 2x2 CK |
| 564 | Event Center | 2 | Mother's Room | 4W4L T8 | 4' LED Tube - 2 HO |
| 565 | Event Center | 4 | Storage | 4W4L T8 | 4' LED Tube - 2 HO |
| 566 | Event Center | 3 | Sound Booth | 4W4L T8 | 4' LED Tube - 2 HO |

| No. | Site | Qty | Description | Existing | Retrofit |
|---|---|---|---|---|---|
| 567 | Event Center | 1 | Water Fountain | 6"REC ALED10 | 6"RECLED10 |
| 568 | Event Center | 2 | Restrooms | 6"REC ALED10 | 6"RECLED10 |
| 569 | Event Center | 4 | Restrooms | 22TP2U T8 | 2' LED Tube - 3 2x2 CK |
| 570 | Event Center | 2 | Restrooms | 4VAN2L T8 | 4' LED Tube - 2 |
| 571 | Event Center | 4 | Chamber of Comm | 22TP2U T8 | 2' LED Tube - 3 2x2 CK |
| 572 | Event Center | 12 | Banquet Room | PENDANT FL-150 PAR38 | FLLED20 PAR38 |
| 573 | Event Center | 3 | WP | WP MH-175 | NFWPLED40 |
| 574 | Event Center | 1 | FLOODS | FL MH-175 YM | NFFLLED100 YM |
| 575 | Event Center | 2 | FLOODS | FL MH-175 SF | NFFLLED100 SF |
| 576 | Event Center | 4 | Par Floods | FL150 PAR38 | FLLED20 PAR38 |
| 577 | Event Center | 12 | Cans | 6"REC FL75 BR30 | 6"RECLED10 |
| 578 | Event Center | 13 | Poles | POLE MH-400 SB | NFFLLED150 SB |

Existing Lighting Fixture Code Definition

| No. | Code | Description |
|---|---|---|
| 1 | 14FPLED30 | (1) LED, 30w |
| 2 | 14PB2L T8 | (2) 4' T8 Linear Lamp, 32w, (1) Electronic RH Ballast |
| 3 | 14TP1L T5 | (1) 4' T5 Linear Lamp, 54w, (2) Electronic RH Ballast |
| 4 | 14TP2L T8 | (2) 4' T8 Linear Lamp, 32w, (1) Electronic RH Ballast |
| 5 | 22CBLED20 | (1) LED, 20w |
| 6 | 22FPLED20 | (1) LED, 20w |
| 7 | 22PB2U T8 | (2) T8 U Lamp, 30w, (1) Electronic RH Ballast |
| 8 | 22TP2U T8 | (2) T8 U Lamp, 30w, (1) Electronic RH Ballast |
| 9 | 24CB3L T8 | (3) 4' T8 Linear Lamp, 32w, (1) Electronic RH Ballast |
| 10 | 24CBLED30 | (1) LED, 30w |
| 11 | 24FPLED30 | (1) LED, 30w |
| 12 | 24HB4L T5 | (4) 4' T5 Linear Lamp, 54w,( 2) Electronic RH Ballast |
| 13 | 24HB6L T5 | (6) 4' T5 Linear Lamp, 54w, (2) Electronic HL Ballast |
| 14 | 24HBLED100 | (1) LED, 100w |
| 15 | 24ID3L T8 | (3) 4' T8 Linear Lamp, 32w, (1) Electronic RH Ballast |
| 16 | 24PB3L T8 | (3) 4' T8 Linear Lamp, 32w, (1) Electronic RH Ballast |
| 17 | 24PC2L T8 | (2) 4' T8 Linear Lamp, 32w, (1) Electronic RH Ballast |
| 18 | 24PC3L T8 | (3) 4' T8 Linear Lamp, 32w, (1) Electronic RH Ballast |
| 19 | 24TP2L T8 | (2) 4' T8 Linear Lamp, 32w, (1) Electronic RH Ballast |
| 20 | 24TP3L T8 | (3) 4' T8 Linear Lamp, 32w, (1) Electronic RH Ballast |
| 21 | 24TP4L T8 | (4) 4' T8 Linear Lamp, 32w, (2) Electronic RH Ballast |
| 22 | 2S2L T8 | (2) 2' T8 Linear Lamp, 17w, (1) Electronic RH Ballast |
| 23 | 3S1L T8 | (1) 3' T8 Linear Lamp, 25w, (1) Electronic RH Ballast |
| 24 | 3S2L T8 | (2) 3' T8 Linear Lamp, 25w, (1) Electronic RH Ballast |
| 25 | 4"RECLED8 | (1) LED, 8w |
| 26 | 4ID1L T5 | (1) 4' T5 Linear Lamp, 28w, (1) Electronic RH Ballast |
| 27 | 4ID3L T5 | (3) 4' T5 Linear Lamp, 28w, (1) Electronic RH Ballast |
| 28 | 4ID3L T8 | (3) 4' T8 Linear Lamp, 32w, (1) Electronic RH Ballast |
| 29 | 4IH2L T8 | (2) 4' T8 Linear Lamp, 32w, (1) Electronic RH Ballast |
| 30 | 4S1L T8 | (1) 4' T8 Linear Lamp, 32w, (1) Electronic RH Ballast |
| 31 | 4S2L T8 | (2) 4' T8 Linear Lamp, 32w, (1) Electronic RH Ballast |

| No. | Code | Description |
|---|---|---|
| 32 | 4VAN2L T8 | (2) 4' T8 Linear Lamp, 32w, (1) Electronic RH Ballast |
| 33 | 4VT2L T8 | (2) 4' T8 Linear Lamp, 32w, (1) Electronic RH Ballast |
| 34 | 4VTLED30 | (1) LED, 30w |
| 35 | 4W2L T8 | (2) 4' T8 Linear Lamp, 32w, (1) Electronic RH Ballast |
| 36 | 4W4L T8 | (4) 4' T8 Linear Lamp, 32w, (2) Electronic RH Ballast |
| 37 | 6" DRUM CPL26 V4 | (1) Compact Fluorescent, 26w, (1) Electronic RH Ballast |
| 38 | 6"REC ALED10 | (1) LED, 10w |
| 39 | 6"REC CPL26 V4 | (1) Compact Fluorescent, 26w, (1) Electronic RH Ballast |
| 40 | 6"REC FL75 BR30 | (1) Incandescent, 75w |
| 41 | 6"REC FLLED10 BR30 | (1) LED, 10w |
| 42 | 6"REC MH-100 | (1) Metal Halide, 100w, (1) Magnetic Ballast |
| 43 | 6"REC MH-70 | (1) Metal Halide, 70w, (1) Magnetic Ballast |
| 44 | 6"RECLED10 | (1) LED, 10w |
| 45 | 6"RECLED10 DIM | (1) LED, 10w |
| 46 | ALED10 | (1) LED, 10w |
| 47 | ALED20 | (1) LED, 20w` |
| 48 | CANOPY ALED15 | (1) LED, 15w |
| 49 | CANOPY ALED20 | (1) LED, 20w |
| 50 | CANOPYLED30 | (1) LED, 30w |
| 51 | CFL23 | (1) Compact Fluorescent, 23w, Integrated Ballast |
| 52 | DECO PENDANT CFL23 | (1) Compact Fluorescent, Integrated Ballast |
| 53 | DECO PENDANT CIRC 40 | (1) Fluorescent, Circuline, 32w, (1) Magnetic Ballast |
| 54 | DECO PENDANT LED30 | (1) LED, 30w |
| 55 | DISPLAY LED10 | (1) LED, 10w |
| 56 | FL HPS-70 | (1) High Pressure Sodium, 70w, (1) Magnetic Ballast |
| 57 | FL MH-175 SF | (1) Metal Halide, 175w, (1) Magnetic Ballast |
| 58 | FL MH-175 YM | (1) Metal Halide, 175w, (1) Magnetic Ballast |
| 59 | FL150 PAR38 | (1) Incandescent, 150w |
| 60 | FL90 PAR38 | (1) Incandescent, 90w |
| 61 | FLLED100 YM | (1) LED, 100w |
| 62 | FLLED150 SB | (1) LED, 150w |
| 63 | FLOOD CCLED100 YM | (1) LED, 100w |
| 64 | FLOOD CCLED50 SF | (1) LED, 50w |
| 65 | FLOOD CCLED50 YM | (1) LED, 50w |
| 66 | FLOOD MH-250 SF | (1) Metal Halide, 250w, (1) Magnetic Ballast |
| 67 | GLOBE MH-400 | (1) Metal Halide, 400w, (1) Magnetic Ballast |
| 68 | HB LED CC100 | (1) LED, 100w |
| 69 | HB LED100 | (1) LED, 100w |
| 70 | IA1-60 | (1) Incandescent, 60w |
| 71 | IA1-60 JJ | (1) Incandescent, 60w |
| 72 | JJ 2CPL26 V4 | (2) Compact Fluorescent, 26w, (1) Electronic RH Ballast |
| 73 | PENDANT FL-150 PAR38 | (1) Incandescent, 150w |
| 74 | PENDANT FLLED15 PAR38 | (1) LED, 15w |
| 75 | PENDANT LED50 | (1) LED, 50w |
| 76 | POLE CCLED100 SB | (1) LED, 100w |
| 77 | POLE LED75 CM | (1) LED, 75w |
| 78 | POLE MH-400 SB | (1) Metal Halide, 400w, (1) Magnetic Ballast |

| No. | Code | Description |
|---|---|---|
| 79 | REC WP CPL26 V4 | (1) Compact Fluorescent, 26w, (1) Electronic RH Ballast |
| 80 | SCONCE 2CPL26 V4 | (2) Compact Fluorescent, 26w, (1) Electronic RH Ballast |
| 81 | SCONCE LED10 | (1) LED, 10w |
| 82 | SP MH-70 | (1) Metal Halide, 70w, (1) Magnetic Ballast |
| 83 | SPORT FLOOD LED400 | (1) LED, 400w |
| 84 | UFOLED150 | (1) LED, 150w |
| 85 | UL MH-175 | (1) Metal Halide, 175w, (1) Magnetic Ballast |
| 86 | ULLED50 | (1) LED, 50w |
| 87 | WP ALED20 | (1) LED, 20w |
| 88 | WP ALED20 FC | (1) LED, 20w |
| 89 | WP CCLED50 | (1) LED, 50w |
| 90 | WP CCLED50 FC | (1) LED, 50w |
| 91 | WP CPL42 V4 | (1) Compact Fluorescent, 42w, (1) Electronic RH Ballast |
| 92 | WP MH-175 | (1) Metal Halide, 175w, (1) Magnetic Ballast |
| 93 | WP MH-250 | (1) Metal Halide, 250w, (1) Magnetic Ballast |
| 94 | WPLED40 | (1) LED, 40w |
| 95 | WPLED50 FC | (1) LED, 50w |

Proposed Lighting Fixture Code Definition

| No. | Code | Description |
|---|---|---|
| 1 | 2' LED Tube - 2 | Linear TLED Retrofit |
| 2 | 2' LED Tube - 3 2x2 CK | Linear TLED Retrofit, New Mounting Brackets |
| 3 | 3' LED Tube - 1 | Linear TLED Retrofit |
| 4 | 3' LED Tube - 2 | Linear TLED Retrofit |
| 5 | 4' LED Tube - 1 | Linear TLED Retrofit |
| 6 | 4' LED Tube - 2 | Linear TLED Retrofit |
| 7 | 4' LED Tube - 2 HO | Linear TLED Retrofit |
| 8 | 4' LED Tube - 2 HO 2x4 CK | Linear TLED Retrofit, New Mounting Brackets |
| 9 | 4' LED Tube - 3 | Linear TLED Retrofit |
| 10 | 4' LED Tube - 3 HO | Linear TLED Retrofit |
| 11 | 4' T5LED Tube - 1 HE | Linear TLED Retrofit |
| 12 | 4' T5LED Tube - 3 HE | Linear TLED Retrofit |
| 13 | 6"RECLED10 | 6" Recessed Can Retrofit |
| 14 | 6"RECLED12 | LED Can Retrofit Kit |
| 15 | 6"RECLED22 | 6" Recessed Can Retrofit |
| 16 | ALED8 | Screw In A Lamp |
| 17 | CIRC RETRO LED20 | LED Retrofit Kit, Round |
| 18 | DNR | Do Not Retrofit |
| 19 | FLLED15 PAR38 | Screw In Flood Lamp |
| 20 | FLLED20 PAR38 | Screw In Flood Lamp |
| 21 | HBRETROLED150 | LED Retrofit Kit |
| 22 | HW 2PLLED13 V4 | Hardwired, Plug In Lamp |
| 23 | HW LED CC54 | Hardwired, Screw In Corncob Lamp |
| 24 | HW PLLED13 V4 | Hardwired, Plug In Lamp |
| 25 | NF 6”RECLED10 | New Fixture, 6” Recessed Can |
| 26 | NF24HBLED200 | New Fixture, Linear LED Hibay |

| No. | Code | Description |
|---|---|---|
| 27 | NF4VTLED2HO | New Fixture, 4' TLED Vaportite, 2 lamps, High Output |
| 28 | NFCANOPYLED27 | New Fixture, Canopy |
| 29 | NFFLLED100 SF | New Fixture, Flood, Slipfitter Mounting |
| 30 | NFFLLED100 SF P4 | New Fixture, Flood, Slipfitter Mounting |
| 31 | NFFLLED100 YM | New Fixture, Flood, Yoke Mounting |
| 32 | NFFLLED150 SB | New Fixture, Parking/Area Light, Shoebox Mounting |
| 33 | NFFLLED30 KN | New Fixture, Flood, Knuckle Mounting |
| 34 | NFFLLED50 YM | New Fixture, Flood, Yoke Mounting |
| 35 | NFJJLED20 | Jelly Jar |
| 36 | NFSPLED17PC | New Fixture, Wall Pack, Small |
| 37 | NFUFOLED150 | New Fixture, Pendant Mount Highbay |
| 38 | NFWPLED25 | New Fixture, Wallpack |
| 39 | NFWPLED40 | New Fixture, Wall Pack |
| 40 | NFWPLED45 FC | New Fixture, Wall Pack,Cut Off, w/Photocell |

Lighting Clarifications and Exclusions:

- At a minimum, IES standards for light levels will be met in each space
- Lighting retrofits were designed based on existing fixture layouts in each space
- Excludes redesigning fixture layouts
- Excludes hazardous material removal or abatement
- Excludes all existing LED lighting fixtures
- Excludes all specialty stage lighting
- Excludes all sports field and court lighting
- Excludes all utility owned security lighting
- Excludes replacement of lenses
- Excludes replacement of fixtures, unless specifically stated

# 2026 2027 STAFF CALENDAR

187 Day Employees

## GRADING PERIODS

1ST GRADING PERIOD
AUG. 12 - OCT. 8
2ND GRADING PERIOD
OCT. 13 - DEC. 18
3RD GRADING PERIOD
JAN. 5 - MAR. 12
4TH GRADING PERIOD
MAR. 22 - MAY 26

## AUGUST

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | [12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

## SEPTEMBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

## OCTOBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8] | 9 | 10 |
| 11 | 12 | [13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

## NOVEMBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

## DECEMBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18] | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

## JANUARY

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | [5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

## FEBRUARY

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | | | | | | |

## MARCH

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12] | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | [22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

## APRIL

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

## MAY

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26] | 27 | 28 | 29 |
| 30 | 31 | | | | | |

- FIRST DAY OF SCHOOL
- STAFF DEVELOPMENT (STUDENT HOLIDAY)
- SCHOOL CLOSED
- BAD WEATHER MAKE UP DAY
- EARLY RELEASE
- [ ] BEGINNING/END OF GRADING PERIOD

Exhibit 1 to Schedule A

# Lake Dallas ISD – Districtwide LED & LDMS Mechanical and BAS

**LED**

Districtwide retrofit of all non-LED fixtures

- Upgrade and re-design in specified areas

**HVAC & BAS**

Entirety of beyond useful life systems (HVAC) to be replaced at LDMS

- 107 GSHP & 4 RTUs – 23+ years old

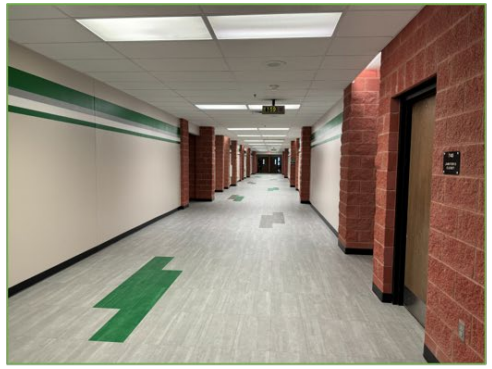
Antiquated BAS replaced with District standard

- Includes upgrades for well temp and pressure sensors

**Financials – Total Project $3,996,213**

$4,000,000 allocated budget

| | |
|---|---|
| • Professional Services | $153,701 |
| • Construction Services (BB 681-22) | $3,842,512 |



Current/Existing

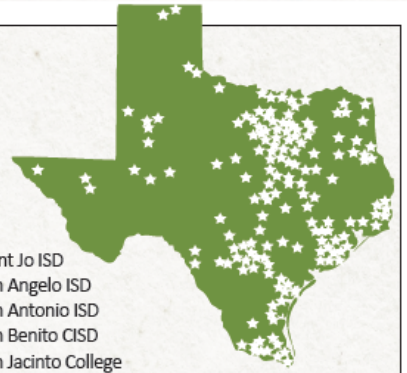
Post-retrofit example

2003 GSHP above ceiling

2002 Trane RTU serving Kitchen

# TEXAS
# SUCCESS STORIES

Alba-Golden ISD
Aldine ISD
Allen ISD
Anderson Shiro CISD
Aransas Pass ISD
Argyle ISD
Athens ISD
Austin ISD
Axtell ISD
Baird ISD
Ballinger ISD
Balmorhea ISD
Banquete ISD
Bartlett ISD
Bay City ISD
Bellevue ISD
Ben Bolt-Palito Blanco ISD
Berkshire Court - Crosland
Big Sandy ISD
Bishop CISD
Blanco ISD
Boles ISD
Bowie ISD
Boyd ISD
Brackett ISD
Brady ISD
Brenham ISD
Broaddus ISD
Brooks Development Authority
Brownsville ISD
Bryan ISD
Bryson ISD
Buna ISD
Burkeville ISD
Bushland ISD
Caddo Mills ISD
Caldwell ISD
Campbell ISD
Carrollton-Farmers Branch ISD
Castleberry ISD
Cedar Hill ISD
Celeste ISD
Center ISD
Charlotte ISD
Chico ISD
Childress ISD
City View ISD
City of Brazoria
City of Brownsville
City of Dallas
City of Frisco
City of Lewisville
City of Natalia
City of Spearman
City of Stockdale
City of Timpson
City of Weimar
Clarksville ISD
Cleveland ISD
Colmesneil ISD
Columbia-Brazoria ISD
Community ISD
Comanche ISD
County of Cooke
County of Delta
County of Gonzales
County of Hale
County of Hardin
County of Henderson
County of Hidalgo
County of Hopkins
County of Hansford
County of Hunt
County of Palo Pinto
Corsicana ISD
Crane Memorial Hospital
Crosby ISD
Cross Roads ISD
Cumby ISD
D'Hanis ISD
DeSoto ISD
Donna ISD
Dr. M.L. Garza-Gonzalez Charter School
Eagle Pass ISD
East Bernard ISD
Eastland ISD
Edgewood ISD East Texas
Edgewood ISD San Antonio
Edcouch-Elsa ISD
Electra Hospital District
Electra ISD
El Progreso Memorial Library
Elgin ISD
Elysian Fields ISD
Evadale ISD
Faith Community Hospital
Fairfield ISD
Fayetteville ISD
Ferris ISD
Forestburg ISD
Fruitvale ISD
Gainesville ISD
Galena Park ISD
Georgetown ISD
Glen Rose Medical Center
Goliad ISD
Gonzales Healthcare Systems
Goodall-Witcher Healthcare
Goodrich ISD
Graham ISD
Granbury ISD
Granger ISD
Grandview ISD
Greenville ISD
Gruver ISD
Hallettsville ISD
Hamilton General Hospital
Hardin-Jefferson ISD
Harts Bluff ISD
Haskell County Hospital
Hawkins ISD
Hearne ISD
Hemphill ISD
Highland ISD
Highland Park ISD
Hidalgo County Sheriff's Office
Hondo ISD
Hopkins County Hospital
Houston Community College
Huckabay ISD
Huffman ISD
Hull-Daisetta ISD
IDEA Public Schools
Ingram ISD
Iola ISD
Italy ISD
Jackson Construction
Jacksboro ISD
Jasper ISD
Jim Hogg County ISD
Jonesboro ISD
Katy ISD
Kennedale ISD
Kilgore ISD
Killeen ISD
Knippa ISD
Kountze ISD
LaPoynor ISD
Lake Worth ISD
Lamesa ISD
Lancaster ISD
Latexo ISD
Leary ISD
LeTourneau University
Liberty ISD
Liberty Dayton Regional Medical Center
Lipan ISD
Llano ISD
Lubbock ISD
Lufkin ISD
Lyford CISD
Malta ISD
Manor ISD
Marble Falls ISD
Marion ISD
May ISD
McCamey County Hospital District
McLeod ISD
Medina ISD
Memphis ISD
Mercedes ISD
Mesquite ISD
Mexia ISD
Moulton ISD
Muenster Memorial Hospital
Murchison ISD
Nacogdoches ISD
Needville ISD
New Boston ISD
New Braunfels ISD
New Diana ISD
Newcastle ISD
Newton ISD
Nocona ISD
Nocona General Hospital
Normangee ISD
North Texas Medical Center
Odem-Edroy ISD
Paducah ISD
Paradise ISD
Pecos-Barstow-Toyah ISD
Penelope ISD
Perryton ISD
Pilot Point ISD
Pflugerville ISD
Poolville ISD
Port Neches-Groves ISD
Poteet ISD
Poth ISD
Prosper ISD
Ralls ISD
Raymondville ISD
Reagan County ISD
Ricardo ISD
Rio Grande City CISD
Rio Hondo ISD
Rivercrest ISD
Robstown ISD
RockPointe Church
Roscoe Collegiate ISD
Rosebud-Lott ISD
Royal ISD
Rusk ISD
Sabine ISD
Saint Jo ISD
San Angelo ISD
San Antonio ISD
San Benito CISD
San Jacinto College
Sanger ISD
Santa Fe ISD
Santa Rosa ISD
Seguin ISD
Shepherd ISD
Sierra Blanca ISD
Silsbee ISD
Simms ISD
Skidmore-Tynan ISD
Snook ISD
Socorro ISD
Somerset ISD
Spearman ISD
Splendora ISD
Starr County Memorial Hospital
Sudan ISD
Sweeny ISD
Teague ISD
Texas A&M Agrilife
Texas Facilities Commission
Texas Southmost College
Texas Tech University Health Science Center
Texoma Council of Governments
The Pearl
Thorndale ISD
Thrall ISD
Tom Bean ISD
Trenton ISD
Trinity ISD
University of Texas Health Science Center San Antonio
Valley Mills ISD
Valley View ISD
Venus ISD
Vernon ISD
Vidor ISD
Warren ISD
Waxahachie ISD
Wellington ISD
Wells ISD
Weslaco ISD
West Hardin CCISD
Westphalia ISD
Wolfe City ISD
Woodville ISD



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## THREE UNIQUES

### 1 TRUSTED | *Whole Solutions*

Our team members are the most experienced and respected in the marketplace. We only hire the best and they stick around. Impartial organizations like TASB select us as their trusted partner because our expertise is undeniable and our results are consistent. Our reference list speaks for itself.

### 2 LOCAL | *Texas Proud*

We know Texas, deeply. Our vast reference list, in-state roots, and boots-on-the-ground presence mean we can make real decisions fast, without waiting on someone two time zones away.

### 3 EASY | *Experienced, Effective, Efficient*

Our delivery methods change everything. Through our streamlined Design-Build and JOC procurement processes, we cut through the red tape and get things done right, the first time.

## OUR GUARANTEE

**You will never hear us say**
***"It's not our problem"***

# Lake Dallas Independent School District

# 2026-2027 District Improvement Plan

Generated by Plan4Learning.com
August 27, 2026 at 02:27 PM

# Mission Statement

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

# Vision

Small School Atmosphere, Big School Opportunities

# Value Statement

In Lake Dallas ISD We Believe...

- Students are growth-minded leaders who are active and respected members of the Falcon Family.
- Parents and families are involved and engaged members of the Falcon Family through collaborative two-way communication.
- Faculty and staff value collaboration and communication to develop life long Falcon Learners.
- Campus leaders and principalsdevelop 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

## Summary

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

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

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

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

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

Lake Dallas serves approximately 3900 students. Our student population is 43% White, 36.95% Hispanic, 9.87% African American, 6.22% Two or More Races, 3.25% Asian, 0.48% American Indian- Alaskan Native, and 0.10% Native Hawaiian-Pacific Islander. 39% of our students are Economically Disadvantaged and 42% are At Risk. 11.55% of the student population is Dyslexic and Gifted and Talented makes up 6%. Section 504 is 13%, Special Education is 17%, and 14% are Emergent Bilingual.

The district has 590 employees with 300 of those being teachers.

## Strengths

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

# Student Learning

## Summary

### 2025-2026 STAAR/EOC/CCMR

#### District Score 83

Total enrollment of 2,815

For more details on schools and weights see Student Achievement Domain - Summary

**STAAR for 2025-2026**

| | 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **All** | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | |
| % at Approaches GL Standard or Above | 76% | 68% | 70% | 82% | 82% | 91% | 40% | 72% | 64% | 62% | 65% | 44% | 75% | 79% |
| % at Meets GL Standard or Above | 52% | 40% | 45% | 60% | 50% | 70% | 10% | 48% | 37% | 32% | 39% | 21% | 49% | 55% |
| % at Masters GL Standard | 21% | 13% | 15% | 27% | 14% | 29% | 0% | 16% | 11% | 8% | 13% | 4% | 18% | 22% |
| Number of Tests | | | | | | | | | | | | | | |
| # at Approaches GL Standard or Above | 4,052 | 360 | 1,356 | 1,915 | 18 | 167 | 4 | 232 | 1,834 | 534 | 1,438 | 444 | 183 | 3,045 |
| # at Meets GL Standard or Above | 2,768 | 213 | 868 | 1,393 | 11 | 129 | 1 | 153 | 1,072 | 270 | 865 | 210 | 119 | 2,130 |
| # at Masters GL Standard | 1,098 | 69 | 298 | 622 | 3 | 53 | 0 | 53 | 326 | 70 | 278 | 43 | 44 | 870 |
| Total Tests | 5,345 | 531 | 1,946 | 2,331 | 22 | 183 | 10 | 322 | 2,876 | 855 | 2,204 | 1,007 | 243 | 3,875 |
| **Reading** | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | |
| % at Approaches GL Standard or Above | 78% | 72% | 71% | 85% | 78% | 91% | 75% | 76% | 66% | 60% | 67% | 46% | 81% | 81% |
| % at Meets GL Standard or Above | 57% | 46% | 50% | 65% | 22% | 70% | 25% | 55% | 41% | 34% | 42% | 22% | 56% | 60% |
| % at Masters GL Standard | 21% | 14% | 14% | 27% | 11% | 27% | 0% | 21% | 11% | 9% | 13% | 3% | 16% | 22% |
| Number of Tests | | | | | | | | | | | | | | |
| # at Approaches GL Standard or Above | 1,718 | 160 | 572 | 807 | 7 | 67 | 3 | 102 | 784 | 213 | 609 | 198 | 80 | 1,296 |
| # at Meets GL Standard or Above | 1,250 | 103 | 399 | 619 | 2 | 52 | 1 | 74 | 485 | 122 | 386 | 92 | 55 | 964 |
| # at Masters GL Standard | 452 | 31 | 115 | 257 | 1 | 20 | 0 | 28 | 135 | 32 | 117 | 14 | 16 | 354 |
| Total Tests | 2,200 | 222 | 804 | 952 | 9 | 74 | 4 | 135 | 1,195 | 356 | 909 | 427 | 99 | 1,604 |
| **Mathematics** | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | |
| % at Approaches GL Standard or Above | 69% | 56% | 63% | 77% | 80% | 88% | 25% | 61% | 56% | 59% | 57% | 37% | 72% | 73% |
| % at Meets GL Standard or Above | 40% | 27% | 32% | 48% | 60% | 62% | 0% | 32% | 27% | 24% | 28% | 17% | 44% | 43% |
| % at Masters GL Standard | 15% | 9% | 11% | 20% | 20% | 27% | 0% | 10% | 9% | 7% | 9% | 5% | 21% | 18% |
| Number of Tests | | | | | | | | | | | | | | |
| # at Approaches GL Standard or Above | 1,234 | 101 | 419 | 589 | 4 | 53 | 1 | 67 | 565 | 175 | 438 | 146 | 62 | 938 |
| # at Meets GL Standard or Above | 707 | 49 | 212 | 371 | 3 | 37 | 0 | 35 | 273 | 71 | 213 | 66 | 38 | 554 |
| # at Masters GL Standard | 271 | 17 | 70 | 156 | 1 | 16 | 0 | 11 | 89 | 20 | 72 | 19 | 18 | 227 |
| Total Tests | 1,789 | 179 | 665 | 767 | 5 | 60 | 4 | 109 | 1,011 | 297 | 763 | 391 | 86 | 1,291 |
| **Science** | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | |
| % at Approaches GL Standard or Above | 81% | 74% | 74% | 86% | 100% | 100% | 0% | 79% | 71% | 73% | 72% | 53% | 71% | 82% |
| % at Meets GL Standard or Above | 59% | 45% | 52% | 67% | 67% | 77% | 0% | 51% | 45% | 39% | 48% | 26% | 44% | 61% |
| % at Masters GL Standard | 24% | 16% | 20% | 30% | 0% | 27% | 0% | 16% | 13% | 9% | 14% | 4% | 12% | 26% |
| Number of Tests | | | | | | | | | | | | | | |
| # at Approaches GL Standard or Above | 646 | 59 | 209 | 315 | 3 | 26 | 0 | 34 | 292 | 87 | 232 | 70 | 24 | 470 |
| # at Meets GL Standard or Above | 469 | 36 | 145 | 244 | 2 | 20 | 0 | 22 | 184 | 47 | 156 | 34 | 15 | 346 |
| # at Masters GL Standard | 192 | 13 | 57 | 108 | 0 | 7 | 0 | 7 | 52 | 11 | 44 | 5 | 4 | 149 |
| Total Tests | 800 | 80 | 281 | 366 | 3 | 26 | 1 | 43 | 411 | 120 | 323 | 133 | 34 | 570 |
| **Social Studies** | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | |
| % at Approaches GL Standard or Above | 82% | 80% | 80% | 83% | 80% | 91% | 0% | 83% | 75% | 72% | 76% | 54% | 71% | 83% |
| % at Meets GL Standard or Above | 62% | 50% | 57% | 65% | 80% | 87% | 0% | 63% | 50% | 37% | 53% | 32% | 46% | 65% |
| % at Masters GL Standard | 33% | 16% | 29% | 41% | 20% | 43% | 0% | 20% | 19% | 9% | 22% | 9% | 25% | 34% |
| Number of Tests | | | | | | | | | | | | | | |
| # at Approaches GL Standard or Above | 454 | 40 | 156 | 204 | 4 | 21 | 0 | 29 | 193 | 59 | 159 | 30 | 17 | 341 |
| # at Meets GL Standard or Above | 342 | 25 | 112 | 159 | 4 | 20 | 0 | 22 | 130 | 30 | 110 | 18 | 11 | 266 |
| # at Masters GL Standard | 183 | 8 | 56 | 101 | 1 | 10 | 0 | 7 | 50 | 7 | 45 | 5 | 6 | 140 |
| Total Tests | 556 | 50 | 196 | 246 | 5 | 23 | 1 | 35 | 259 | 82 | 209 | 56 | 24 | 410 |

**College, Career and Military Readiness (TEA) for 2024-2025**

| | Count/Credit | Percent |
|---|---|---|
| **Total** | | |
| Total Graduates | 333 | 99% |
| Total Credit for CCMR Criteria | 307 | 92.2% |
| **Texas Success Initiative (TSI) Criteria** | | |
| Met TSI in both ELA/Reading and Math | 250 | 74% |
| ELA/Reading | | |

| | | |
|---|---|---|
| Met TSI criteria for at least one indicator | 273 | 81% |
| Met TSI assessment criteria | 83 | 25% |
| Met TSI ACT criteria | 16 | 5% |
| Met TSI SAT criteria | 109 | 32% |
| Earned credit for a college prep course | 180 | 54% |
| Math | | |
| Met TSI criteria for at least on indicator | 254 | 76% |
| Met TSI assessment criteria | 39 | 12% |
| Met TSI ACT criteria | 13 | 4% |
| Met TSI SAT criteria | 62 | 18% |
| Earned credit for a college prep course | 195 | 58% |
| **AP/IB Examination** | | |
| Met criterion score on AP/IB exam in any subject | 46 | 14% |
| **Dual Course Credit** | | |
| Earned credit for at least 3 hours in ELA or Math or 9 hours in any subject | 55 | 16% |
| **Industry Based Credit** | | |
| Earned and industry-based certification from approved list | 77 | 23% |
| **Level I or Level II Cert** | | |
| Earn a Level I or Level II certificate (from THECB) | 4 | 1% |
| **Associate's Degree** | | |
| Earned and associates degree while in high school | 0 | 0% |
| **OnRamps** | | |
| Complete an OnRamps course and earn three hours of college credit | 0 | 0% |
| **Military Indicator** | | |
| Enlist in the Armed Forces or Texas National Guard | 14 | 4% |
| **Graduated with Completed IEP and Workforce Readiness** | | |
| Received graduation type code of 04,05,54, or 55 | 12 | 4% |
| **Advanced Grad Plan & Sped** | | |
| Graduate under an advanced degree plan and be identified as a current special education student | 20 | 6% |

76% of our students achieved Approaches Grade Level or higher. 70% of our emergent bilingual students showed progress on the TELPAS assessment.

92% of our high school students are enrolled in CTE courses. The College, Career, Military Readiness indicator score for the district was 92% (lagging indicator from 2024-2025).

# Strengths

81% of students achieved Approaches Grade Level or higher on science STAAR. Eighth grade science showed an increase of 17% in meets performance level and 12% increase in masters performance level. Fifth grade science showed an increase of 13% increase in meets performance level and 10% in masters performance level. Fifth grade reading increased from 78% to 83% of students scoring approaches or higher, and fifth grade math increased from 68% to 74%. Algebra I students achieved 90% approaches, 61% meets, and 29% masters performance levels on the EOC, up from 84% approaches, 34% meets, 14% masters the previous year.

Our graduation rate remains high at 99.7%

# Problem Statements Identifying Student Learning Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | 10% of our emergent bilingual students scored Advanced High on TELPAS. | Our emergent bilingual population has continued to increase over the last few years. Continued training and coaching in Language Acquisition is needed. Recruiting certified bilingual and ESL teachers is a challenge. |
| 2 ★ | Math scores have not indicated expected growth at the elementary, middle and high school grade levels, and have decreased in some areas. | Students are demonstrating gaps in their learning that need to be filled. Teacher retention, curriculum variances between campuses and classrooms, and training have contibuted to the problem. |

★ = Priority

# District Processes & Programs

## Summary

Lake Dallas ISD has an organizational structure centered around the Board of Trustees and the Superintendent.  Lake Dallas ISD has developed and trained appropriate personnel in the areas of instruction, identifying and serving special populations, as well as instructional leadership to guide and support.  Digital learning tools enhance learning opportunities for all students and are specific to content, skill and need. Extra-curricular activities are offered through fine arts, athletics/PE, languages other English, CTE, and subject-related electives.

## Strengths

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

Identification and services of GT students

Identification and services of LEP students

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

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

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

# Priority Problem Statements

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | 10% of our emergent bilingual students scored Advanced High on TELPAS. | Our emergent bilingual population has continued to increase over the last few years. Continued training and coaching in Language Acquisition is needed. Recruiting certified bilingual and ESL teachers is a challenge. |
| 2 ★ | Math scores have not indicated expected growth at the elementary, middle and high school grade levels, and have decreased in some areas. | Students are demonstrating gaps in their learning that need to be filled. Teacher retention, curriculum variances between campuses and classrooms, and training have contibuted to the problem. |

★ = Priority

# Data Documentation for CNA

# Data Documentation for CNA

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

## Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **State and federal planning requirements**

## Accountability Data

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

## Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**

- [x] **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**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Texas approved PreK - 2nd grade assessment data**

## Student Data: Student Groups

- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**

## Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Attendance data**
- [x] **Discipline records**

## Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Professional development needs assessment data**

## Parent/Community Data

- [x] **Parent surveys and/or other feedback**

# Priorities

# Priority 1 Priority 1: Student Success

## Goal 1

By May 2027, Lake Dallas ISD students will increase achievement in Math and Reading by 5%.

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

### Strategy 1

Progress monitor student academic achievement through aligned assessments and data meetings throughout the year.

**Strategy's Expected Result/Impact:** Teachers will use the data from assessments to intervene in a timely manner to student needs. The result will be increased student achievement and growth.

**Staff Responsible for Monitoring:** Curriculum & Instruction Team and Campus Administration

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Strategy 2

Provide effective and timely interventions based on data.

**Strategy's Expected Result/Impact:** Teachers will use the data from assessments to intervene in a timely manner to student needs, resulting in increased student achievement and growth.
ADSY will support extended learning and intervention opportunities.

**Staff Responsible for Monitoring:** RTI teachers and Campus Administration

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Strategy 3

LDISD classroom expectations are clearly defined.

**Strategy's Expected Result/Impact:** Classroom instruction will center around the LDISD Classroom Expectations which are research based best practices. The result will be increased student achievement and growth.

**Staff Responsible for Monitoring:** Campus Administration

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 4

Implement high quality and aligned curriculum and materials.

**Strategy's Expected Result/Impact:** Increased student achievement

**Staff Responsible for Monitoring:** Executive Director of Curriculum and Instruction and Principals

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 5

Professional Learning Community (PLC)  on each campus will collaborate to plan lessons and instructional practices, analyze data and monitor progress.

**Strategy's Expected Result/Impact:** An indepth understanding of the curriculum which will lead to consistency among classrooms and increased student achievement.

**Staff Responsible for Monitoring:** Principals, Deputy Superintendent and  Executive Director of Curriculum and Instruction

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Goal 2

By May 2026, the percentage of Emergent Bilingual students who advance in all proficiency levels of Reading, Speaking, Listening and Writing as measured by 2027 TELPAS, will increase by 5%

**Evaluation Data Source:** TELPAS, Formative Assessment

## Strategy 1

EB students will utilize a specialized learning program twice weekly to build their English language proficiency.

**Strategy's Expected Result/Impact:** EB students will improve their proficiency in English.

**Staff Responsible for Monitoring:** Exec Director of Curriculum,  Principals and Bil/ESL Teachers

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 2

Professional development for language aquisition strategies will be provided with coaching for implementation and progress monitoring.

**Strategy's Expected Result/Impact:** Increased instructional knowledge of Bil/ESL strategies and increased student achievement.

**Staff Responsible for Monitoring:** C & I team, Principals  and Bil/ESL Teachers

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

# Goal 3

By May 2027, LDISD will increase the student attendance rate to 95%.

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

## Strategy 1

Student attendance will be monitored at least every 9 weeks and incentives will be implemented if needed.

**Strategy's Expected Result/Impact:** Increase in student attendance

**Staff Responsible for Monitoring:** Central administration and campus principals

### Formative Reviews

| November | January | March | April |
| --- | --- | --- | --- |
| | | | |

# Priority 2 Priority 2: Faculty and Staff Engagement

## Goal 1

LDISD will actively recruit qualified and passionate individuals to serve students in the District to fill 2026 -2027 vacancies.

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

### Strategy 1

Strengthen relationships with Teach North Texas, University Educator programs and alternative certification programs.

**Strategy's Expected Result/Impact:** Increased recruitment

**Staff Responsible for Monitoring:** Chief of Staff

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Strategy 2

Provide cohort meeting space for UNT student teachers and professors to introduce campus facilities to potential employees

**Strategy's Expected Result/Impact:** Recruit new to the profession teachers

**Staff Responsible for Monitoring:** Chief of Staff and Principals

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Strategy 3

Encourage participation in education and training classes (RST) at LDHS

**Strategy's Expected Result/Impact:** Increase number of "homegrown" teachers

**Staff Responsible for Monitoring:** Campus Administration

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Goal 2

LDISD will increase the percent of staff retained for the 2026-2027 school year by 10%.

### Strategy 1

Provide mentorship, ongoing training, and support to all new teachers.

**Strategy's Expected Result/Impact:** Increased retention of highly qualified staff.

**Staff Responsible for Monitoring:** Chief of Staff and Exec Director of  Curriculum & Instruction

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Strategy 2

Implement a district plan for professional development for all staff, based on district and campus goals.

**Staff Responsible for Monitoring:** Curriculum and Instruction Team

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Goal 3

LDISD faculty and staff will have the opportunity to offer feedback and contribute to the continuous improvement process through surveys, committees,  PLCs and professional development from August 2026-May 2027.

**Evaluation Data Source:** T-TESS and T-PESS Goals
PLC and Staff Meeting Agendas
Professional Development Calendars

## Strategy 1

During the Fall and Spring of 2026-2027, campus staff will complete an Upbeat Survey in the Fall and Spring .

**Strategy's Expected Result/Impact:** Feedback will be used to gauge the organizational health of each campus and work towards continuous improvement.

**Staff Responsible for Monitoring:** Chief of Operations, Campus Principals, Chief of Staff

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 2

Communicate and encourage participation on district and campus committees.

**Strategy's Expected Result/Impact:** Increase participation and engagement in the district.

**Staff Responsible for Monitoring:** District and Campus leadership

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

# Goal 4

LDISD will hold celebrations monthly to recognize teachers and staff from August 2026-May 2027.

## Strategy 1

Teacher and Employee of the Month and of the Year will be celebrated with staff and the community.

**Strategy's Expected Result/Impact:** Increased positive culture and retention.

**Staff Responsible for Monitoring:** Central Administration and Principals

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 2

Dr. Brown will celebrate staff member recognitions and birthdays.

**Strategy's Expected Result/Impact:** Increase morale

**Staff Responsible for Monitoring:** Superintendent's office and Communications

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Goal 5

For the 2026-27 school year, LDISD will implement an aligned, cohesive district plan for professional development for all staff.

**Evaluation Data Source:** PLC agendas, training schedules

## Strategy 1

Mentors will be assigned to all new LDISD teachers for the 2026-2027 school year.

**Strategy's Expected Result/Impact:** Professional growth and retention

**Staff Responsible for Monitoring:** Campus Principal, Chief of Staff and Exec Director of Curriculum and Instruction

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

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

## Goal 1

LDISD will engage in timely, relevant communication with parents and the community during the 2026-2027 school year.

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

### Strategy 1

Provide district communication in emergency situations.

**Strategy's Expected Result/Impact:** Ensure reliable and transparent information is communicated to parents in a timely manner.

**Staff Responsible for Monitoring:** Communications

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Strategy 2

Communicate through newsletters, social media and district communication platform.

**Strategy's Expected Result/Impact:** To build trust, relationships, and engagement with internal and external stakeholders, the communications team will provide district news and events through social media and a variety of communication tools.

**Staff Responsible for Monitoring:** Communications

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Strategy 3

Request monthly feedback from parents through dialogue and/or survey .

**Strategy's Expected Result/Impact:** Inform stakeholders, build relationships, and continuously improve,

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Goal 2

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

**Evaluation Data Source:** List of Campus Events for Parents/Community
Falcon Showcase
Falcon Insider
Grand Falcons

## Strategy 1

TCHATT counseling series will be provided online throughout the year to support and engage parents in topics related to students.

**Staff Responsible for Monitoring:** Counseling department and Communications

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 2

Social media content and frequency intentionally focused on  PTA, Parent/Booster Organizations, Community Organizations, etc

**Strategy's Expected Result/Impact:** The district will help share the news, accolades, and events of our students and groups through a variety of channels like social media and the district website.

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 3

Continue strong partnership between the District and the Lake Cities Education Foundation

(LCEF)

**Strategy's Expected Result/Impact:** To showcase the different initiatives the Lake Cities Education Foundation provides for our district through photography and videography.

**Staff Responsible for Monitoring:** LCEF Exec Dir and Communications

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 4

The LDISD will hold a community breakfast where stakeholders and community leaders can learn more about the District and how we are contributing to the community.

**Strategy's Expected Result/Impact:** Educating our students takes a village. Building relationships and partnering with community members is crucial for the success of our learners.

**Staff Responsible for Monitoring:** COO and Communications Director

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 5

Partner with community organizations to support students.

**Strategy's Expected Result/Impact:** Continue to partner with community organizations/resources to help students overcome the barriers that keep them from succeeding in school.

**Staff Responsible for Monitoring:** Deputy Superintendent, counselors and campus principals

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

# Priority 4 Priority 4.1: Efficient Operations

## Goal 1

LDISD will ensure a coherent 2026-2027 budget development process.

**Evaluation Data Source:** Financial data and reports,  Adopted Budget,

### Strategy 1

Develop timeline for annual budget process

**Strategy's Expected Result/Impact:** Ensure adequate time for budget preparation and adoption

**Staff Responsible for Monitoring:** Chief Financial Officer

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Strategy 2

Determine revenue projections based on anticipated student enrollment

**Strategy's Expected Result/Impact:** Revenue projections reflect expected enrollment and attendance rate

**Staff Responsible for Monitoring:** Chief Financial Officer

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Strategy 3

Provide budget allocations to campuses/departments.

**Strategy's Expected Result/Impact:** Budget allocations based on projected enrollment and student populations

**Staff Responsible for Monitoring:** Chief Financial Officer

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Goal 2

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

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

### Strategy 1

Establish and monitor response times.

**Strategy's Expected Result/Impact:** Provides a baseline and supports improvement goals.

**Staff Responsible for Monitoring:** Director of Facilities and Operations & Chief Operations Officer

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Strategy 2

Train staff annually on appropriate request procedures

**Strategy's Expected Result/Impact:** Ensure all staff understand the basic functions and reasoning behind our Work Order Management System

**Staff Responsible for Monitoring:** Director of Facilities and Operations

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Strategy 3

Utilize a work order management system.

**Strategy's Expected Result/Impact:** This allows the Facilities Department to analyze data more effectively and improve the decision making processes for efficient operations

**Staff Responsible for Monitoring:** Director of Facilities and Operations & Chief Operations Officer

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 4

Maximize the use of the designated work order system and inventory programming

**Strategy's Expected Result/Impact:** Reduction of  work order requests and minimize downtime on equipment

**Staff Responsible for Monitoring:** Director of Facilities and Operations

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

# Goal 3

During 2026-2027, LDISD will provide to the board an Annual Comprehensive Financial Report.

## Strategy 1

Present Annual Audit and results to the Board of Trustees for approval

**Strategy's Expected Result/Impact:** To ensure financial statements fairly present the financial position of the District

**Staff Responsible for Monitoring:** Chief Financial Officer

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

# Goal 4

LDISD will maintain safe and secure environments of all LDISD facilities during the 2026-2027 school year.

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

## Strategy 1

Evaluate the effectiveness of security, surveillance equipment and signage on school district properties

**Strategy's Expected Result/Impact:** Increased campus security

**Staff Responsible for Monitoring:** LDISD Chief of Police and Director of Technology

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 2

Weekly exterior door audits and logs

**Strategy's Expected Result/Impact:** Increased campus security

**Staff Responsible for Monitoring:** LDISD Chief of Police and Campus Principals

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 3

Consistently evaluate and repair all exterior lighting

**Strategy's Expected Result/Impact:** Increased campus security

**Staff Responsible for Monitoring:** Director of Facilities and Operations & Chief Operations Officer

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

# Goal 5

LDISD will train and implement security practices with all faculty and staff during the 2026-2027 school year.

## Strategy 1

Safety and Security Committee will meet in Fall, Spring, and Summer each calendar year.

**Strategy's Expected Result/Impact:** Increased campus security.

**Staff Responsible for Monitoring:** LDISD Chief of Police

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 2

Annual training with campus staff on location and use of AED (Automated External Defibrillator) machines and Stop the Bleed Kits on campus

**Strategy's Expected Result/Impact:** Safe and healthy environment with trained personnel available in an emergency.

**Staff Responsible for Monitoring:** Health Services Coordinator

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 3

Annual training with district and campus staff on Emergency Response Protocols

**Strategy's Expected Result/Impact:** Increased campus security and safety

**Staff Responsible for Monitoring:** LDISD Chief of Police

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 4

Assure at each campus and at the district level there is an established and trained Behavioral Threat Assessment Team

**Strategy's Expected Result/Impact:** Increased ability to assess and respond to threats

**Staff Responsible for Monitoring:** LDISD Chief of Police, Principals and Counselors

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 5

Train staff each year in Signs of Suicide and proper response protocols when evidence of mental health concerns are apparent

**Strategy's Expected Result/Impact:** Ability to properly assess students and provide appropriate support for mental health needs.

**Staff Responsible for Monitoring:** Counselors

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 6

Consistently evaluate and update the effectiveness of internet safety training and internet search/network filters established

**Strategy's Expected Result/Impact:** Safe access for students using technology

**Staff Responsible for Monitoring:** Director of Technology

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 7

Student Health Advisory Committee will meet periodically throughout the school year

**Strategy's Expected Result/Impact:** Present recommendations on school health program to the superintendent and school board.

**Staff Responsible for Monitoring:** Health Services Coordinator & Chief Operations Officer

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 8

Establish and maintain an anonymous reporting system to address safety concerns as well as a safety response team at each campus

**Strategy's Expected Result/Impact:** Open line of communication to ensure a safe and secure school environment.

**Staff Responsible for Monitoring:** Director of Technology and Campus Principals

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

# Assurances

**Statutorily Required Assurances**

The LEA Plan must include assurances that the LEA will:

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

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

# Lake Dallas Independent School District

# Corinth Elementary School

# 2026-2027 Campus Improvement Plan

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August 26, 2026 at 11:07 AM

# Mission Statement

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

# Vision

Small School Atmosphere, Big School Opportunities

# Value Statement

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

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# Comprehensive Needs Assessment

# Demographics

## Summary

Corinth Elementary (CE) is a neighborhood school with most students residing within a couple of miles of the campus. Corinth Elementary serves approximately 537 students. 48.35% of the student population are girls, and 51.65% are boys. Our student population includes 43.82% White, 31.04% Hispanic, 11.81% Black-African American, 6.87% Two-or-More Races, 5.77% Asian, 0.69% American Indian-Alaskan Native, and 0% Native Hawaiian-Pacific Islander. 37.91% of our students are Economically Disadvantaged. 11.26% of the student population is Dyslexic and 4.81% is Gifted and Talented. Section 504 is 8.10%. Special Education is 21.7%. Emergent Bilingual is 11.81%. The campus' attendance rate for the 2025-2026 school year was 95.17%.

The class size for grades Pre-kindergarten through 5th ranges from 17 to 25 students per class.  Student population reached 728 for the school year.

Discipline referrals have increased from the 2024-2025 school year (approximately 219 office referrals) to 2025-2026 school year (approximately 310 office referrals).

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

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

## Strengths

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

CE has 100 students served by CIS.

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

# Problem Statements Identifying Demographics Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Inconsistent expectations during arrival, dismissal, lunch, assemblies, hallway, etc. | School-wide routines are not implemented with fiedlity. |
| 2 | A high percentage of parents do not participate in academic initiatives or volunteer on campus. | Lack of scheduling, planning, and communication opportunities in advance. |
| 3 ★ | CE only grew 2 points overall on STAAR (75 to a 77). | Lack of growth in math. |

★ = Priority

# Student Learning

## Summary

### STAAR Reports 2025-2026

2026 Academic Growth
CORINTH EL (061912103) - LAKE DALLAS ISD - DENTON COUNTY
✳ Confidential ✳

**Calculation Report**

| School Progress: Academic Growth RLA and Math | Count | Points | Calculated |
|---|---|---|---|
| Annual Growth Points Earned | 233.0 | 1 | 233.00 |
| Accelerated Learning Points Earned | 26 | 0.25 | 6.50 |
| Sum of Annual Growth plus Accelerated Learning Points | | | 239.50 |
| Total Tests Evaluated | | | 386 |
| **Academic Growth Score** | | | **62** |

| Annual Growth RLA and Math | Count | Points | Calculated |
|---|---|---|---|
| Tests Earning 0 Points | 129 | 0 | 0 |
| Tests Earning 0.5 Points | 48 | 0.5 | 24.0 |
| Tests Earning 1 Point | 209 | 1 | 209 |
| Annual Growth Points Earned | | | 233.0 |
| Total Tests Evaluated | | | 386 |
| **Annual Growth Score** | | | **60** |

| Accelerated Learning RLA and Math | Count | Points | Calculated |
|---|---|---|---|
| Tests Earning 0 Points | 57 | 0 | 0 |
| Tests Earning 1 Point | 26 | 1 | 26 |
| Accelerated Learning Points Earned | | | 26 |
| Total Tests Evaluated | | | 83 |
| **Accelerated Learning Score** | | | **31** |

Corinth Elementary increased by 2% on the STAAR Assessment from a 75% to a 77% for the 26-27 school year.

Texas Education Agency
2026 Academic Growth
CORINTH EL (061912103) - LAKE DALLAS ISD - DENTON COUNTY
✳ Confidential ✳

**Both Subjects**

0 Points 0.5 Points 1 Point

| Annual Growth | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2025-26 Performance on STAAR | | | | | | | | | | | | | |
| | Low Did Not Meet Grade Level | | High Did Not Meet Grade Level | | Low Approaches Grade Level | | High Approaches Grade Level | | Meets Grade Level | | Masters Grade Level | | Total | |
| 2024-25 Performance on STAAR | Count | Points | Count | Points | Count | Points | Count | Points | Count | Points | Count | Points | Count | Points |
| Low Did Not Meet Grade Level | 21 | 0.0 | 5 | 5.0 | 6 | 6.0 | 2 | 2.0 | 0 | 0.0 | 0 | 0.0 | 34 | 13.0 |
| High Did Not Meet Grade Level | 15 | 0.0 | 16 | 8.0 | 10 | 10.0 | 6 | 6.0 | 2 | 2.0 | 0 | 0.0 | 49 | 26.0 |
| Low Approaches Grade Level | 11 | 0.0 | 7 | 0.0 | 16 | 8.0 | 5 | 5.0 | 11 | 11.0 | 1 | 1.0 | 51 | 25.0 |
| High Approaches Grade Level | 3 | 0.0 | 9 | 0.0 | 18 | 0.0 | 16 | 8.0 | 20 | 20.0 | 7 | 7.0 | 73 | 35.0 |
| Meets Grade Level | 0 | 0.0 | 4 | 0.0 | 8 | 0.0 | 10 | 0.0 | 53 | 53.0 | 34 | 34.0 | 109 | 87.0 |
| Masters Grade Level | 0 | 0.0 | 0 | 0.0 | 1 | 0.0 | 3 | 0.0 | 19 | 0.0 | 47 | 47.0 | 70 | 47.0 |
| Total | 50 | 0.0 | 41 | 13.0 | 59 | 24.0 | 42 | 21.0 | 105 | 86.0 | 89 | 89.0 | 386 | 233.0 |

| Accelerated Learning | | | | | | |
|---|---|---|---|---|---|---|
| | 2025-26 Performance on STAAR | | | | | |
| | Did Not Meet Grade Level | Approaches Grade Level | Meets Grade Level | Masters Grade Level | Total | |
| 2024-25 Performance on STAAR | Count | Count | Count | Count | Count | Points |
| Did Not Meet Grade Level | 57 | 24 | 2 | 0 | 83 | 26 |

Texas Education Agency
**2026 Academic Growth**
**CORINTH EL (061912103) - LAKE DALLAS ISD - DENTON COUNTY**
✳ Confidential ✳

### Mathematics

0 Points 0.5 Points 1 Point

| Annual Growth | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2025-26 Performance on STAAR | | | | | | | | | | | | | |
| | Low Did Not Meet Grade Level | | High Did Not Meet Grade Level | | Low Approaches Grade Level | | High Approaches Grade Level | | Meets Grade Level | | Masters Grade Level | | Total | |
| 2024-25 Performance on STAAR | Count | Points | Count | Points | Count | Points | Count | Points | Count | Points | Count | Points | Count | Points |
| Low Did Not Meet Grade Level | 13 | 0.0 | 3 | 3.0 | 2 | 2.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 18 | 5.0 |
| High Did Not Meet Grade Level | 11 | 0.0 | 11 | 5.5 | 4 | 4.0 | 3 | 3.0 | 2 | 2.0 | 0 | 0.0 | 31 | 14.5 |
| Low Approaches Grade Level | 6 | 0.0 | 6 | 0.0 | 8 | 4.0 | 3 | 3.0 | 6 | 6.0 | 0 | 0.0 | 29 | 13.0 |
| High Approaches Grade Level | 1 | 0.0 | 5 | 0.0 | 9 | 0.0 | 10 | 5.0 | 6 | 6.0 | 1 | 1.0 | 32 | 12.0 |
| Meets Grade Level | 0 | 0.0 | 3 | 0.0 | 3 | 0.0 | 3 | 0.0 | 26 | 26.0 | 4 | 4.0 | 39 | 30.0 |
| Masters Grade Level | 0 | 0.0 | 0 | 0.0 | 1 | 0.0 | 3 | 0.0 | 13 | 0.0 | 26 | 26.0 | 43 | 26.0 |
| Total | 31 | 0.0 | 28 | 8.5 | 27 | 10.0 | 22 | 11.0 | 53 | 40.0 | 31 | 31.0 | 192 | 100.5 |

| Accelerated Learning | | | | | | |
|---|---|---|---|---|---|---|
| | 2025-26 Performance on STAAR | | | | | |
| | Did Not Meet Grade Level | Approaches Grade Level | Meets Grade Level | Masters Grade Level | Total | |
| 2024-25 Performance on STAAR | Count | Count | Count | Count | Count | Points |
| Did Not Meet Grade Level | 38 | 9 | 2 | 0 | 49 | 11 |

Texas Education Agency
**2026 Academic Growth**
**CORINTH EL (061912103) - LAKE DALLAS ISD - DENTON COUNTY**
✳ Confidential ✳

### Reading/Language Arts (RLA)

0 Points 0.5 Points 1 Point

| Annual Growth | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2025-26 Performance on STAAR | | | | | | | | | | | | | |
| | Low Did Not Meet Grade Level | | High Did Not Meet Grade Level | | Low Approaches Grade Level | | High Approaches Grade Level | | Meets Grade Level | | Masters Grade Level | | Total | |
| 2024-25 Performance on STAAR | Count | Points | Count | Points | Count | Points | Count | Points | Count | Points | Count | Points | Count | Points |
| Low Did Not Meet Grade Level | 8 | 0.0 | 2 | 2.0 | 4 | 4.0 | 2 | 2.0 | 0 | 0.0 | 0 | 0.0 | 16 | 8.0 |
| High Did Not Meet Grade Level | 4 | 0.0 | 5 | 2.5 | 6 | 6.0 | 3 | 3.0 | 0 | 0.0 | 0 | 0.0 | 18 | 11.5 |
| Low Approaches Grade Level | 5 | 0.0 | 1 | 0.0 | 8 | 4.0 | 2 | 2.0 | 5 | 5.0 | 1 | 1.0 | 22 | 12.0 |
| High Approaches Grade Level | 2 | 0.0 | 4 | 0.0 | 9 | 0.0 | 6 | 3.0 | 14 | 14.0 | 6 | 6.0 | 41 | 23.0 |
| Meets Grade Level | 0 | 0.0 | 1 | 0.0 | 5 | 0.0 | 7 | 0.0 | 27 | 27.0 | 30 | 30.0 | 70 | 57.0 |
| Masters Grade Level | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 6 | 0.0 | 21 | 21.0 | 27 | 21.0 |
| Total | 19 | 0.0 | 13 | 4.5 | 32 | 14.0 | 20 | 10.0 | 52 | 46.0 | 58 | 58.0 | 194 | 132.5 |

| Accelerated Learning | | | | | | |
|---|---|---|---|---|---|---|
| | 2025-26 Performance on STAAR | | | | | |
| | Did Not Meet Grade Level | Approaches Grade Level | Meets Grade Level | Masters Grade Level | Total | |
| 2024-25 Performance on STAAR | Count | Count | Count | Count | Count | Points |
| Did Not Meet Grade Level | 19 | 15 | 0 | 0 | 34 | 15 |

## TELPAS

| Assessment Name | Program | Test Grade | Test Administration | Student Count | Performance Distribution - Percents | | | | | Performance Distribution - Counts | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| TELPAS Kindergarten | TELPAS | KG | TELPAS 2026 | 11 | 0% | 18% | 36% | 9% | 36% | 0 | 2 | 4 | 1 | 4 |
| TELPAS Grade 1 | TELPAS | 1 | TELPAS 2026 | 13 | 0% | 0% | 23% | 46% | 31% | 0 | 0 | 3 | 6 | 4 |
| TELPAS Grade 2 | TELPAS | 2 | TELPAS 2026 | 11 | 0% | 18% | 45% | 36% | 0% | 0 | 2 | 5 | 4 | 0 |
| TELPAS Grade 3 | TELPAS | 3 | TELPAS 2026 | 7 | 0% | 0% | 0% | 86% | 14% | 0 | 0 | 0 | 6 | 1 |
| TELPAS Grade 4 | TELPAS | 4 | TELPAS 2026 | 6 | 0% | 17% | 50% | 33% | 0% | 0 | 1 | 3 | 2 | 0 |
| TELPAS Grade 5 | TELPAS | 5 | TELPAS 2026 | 12 | 0% | 8% | 17% | 50% | 25% | 0 | 1 | 2 | 6 | 3 |

## CLI- Progress Monitoring

- Students ended the 25-26 school year with:
  - 58% at or above grade level
  - 16% approaching grade level

- 27% below grade level

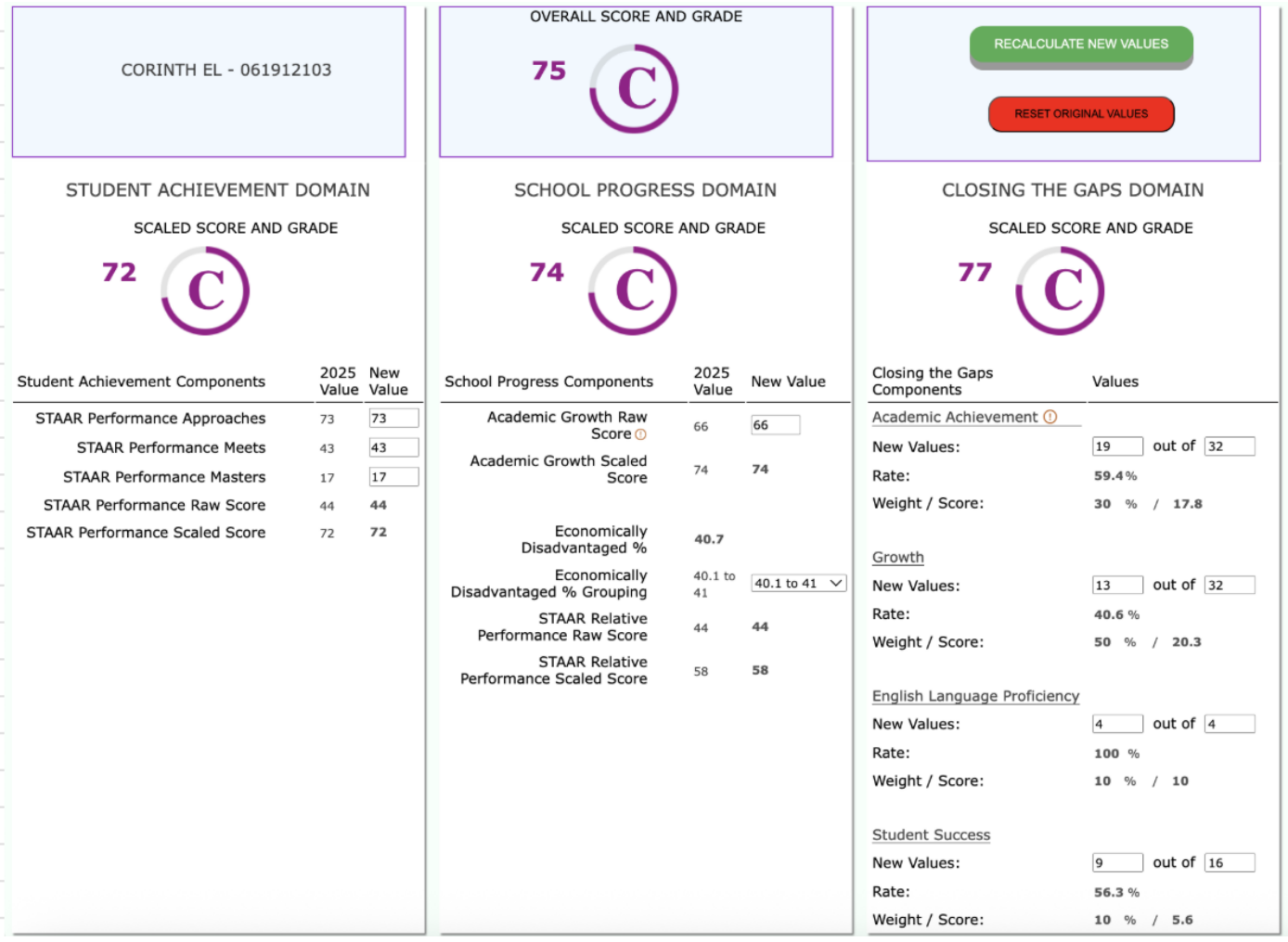
## Strengths

From the 25-26 school year, STAAR Academic Achievement increased by 5% in the 26-27 school year.

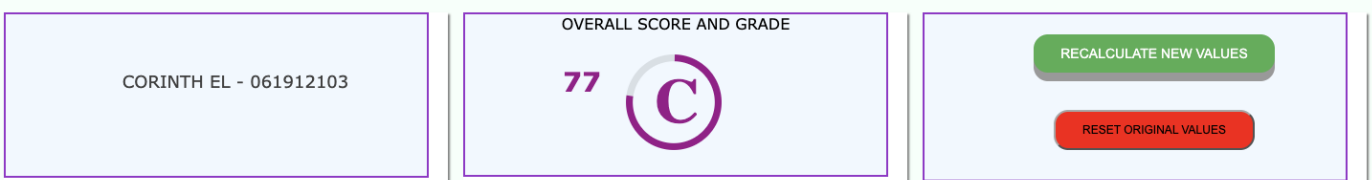
Reading contributed to the overall academic achievement.

From the 25-26 school year, Domain 3, Closing the Gaps, Academic Achievement and Student Success both increased for the 26-27 school year.

**25-26**




**26-27**



## STUDENT ACHIEVEMENT DOMAIN

SCALED SCORE AND GRADE

77 C

| Student Achievement Components | 2025 Value | New Value |
|---|---|---|
| STAAR Performance Approaches | 73 | 75 |
| STAAR Performance Meets | 43 | 50 |
| STAAR Performance Masters | 17 | 23 |
| STAAR Performance Raw Score | 44 | **49** |
| STAAR Performance Scaled Score | 72 | **77** |

## SCHOOL PROGRESS DOMAIN

SCALED SCORE AND GRADE

69 D

| School Progress Components | 2025 Value | New Value |
|---|---|---|
| Academic Growth Raw Score | 66 | 62 |
| Academic Growth Scaled Score | 74 | **69** |
| Economically Disadvantaged % | **40.7** | |
| Economically Disadvantaged % Grouping | 40.1 to 41 | 37.1 to 38 |
| STAAR Relative Performance Raw Score | 44 | **49** |
| STAAR Relative Performance Scaled Score | 58 | **65** |

## CLOSING THE GAPS DOMAIN

SCALED SCORE AND GRADE

77 C

| Closing the Gaps Components | Values |
|---|---|
| Academic Achievement | |
| New Values: | 23 out of 32 |
| Rate: | **71.9** % |
| Weight / Score: | **30** % / **21.6** |
| Growth | |
| New Values: | 11 out of 32 |
| Rate: | **34.4** % |
| Weight / Score: | **50** % / **17.2** |
| English Language Proficiency | |
| New Values: | 3 out of 4 |
| Rate: | **75** % |
| Weight / Score: | **10** % / **7.5** |
| Student Success | |
| New Values: | 12 out of 16 |
| Rate: | **75** % |
| Weight / Score: | **10** % / **7.5** |

# Problem Statements Identifying Student Learning Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | On the Science STAAR, 64% of students did not meet grade-level expectations based on STAAR assessment data. | Teachers need a systematic approach to teaching science with limited time in the schedule. |
| 2 | On the TELPAS assessment, only 36% of all students progressed one level. | Lack of prioritizing ELPS strategies and exposures. |
| 3 ★ | New curriculum in math and reading/phonics | Teachers need more training on one specific curriculum and implementation strategies. |
| 4 ★ | CE only grew 2 points overall on STAAR (75 to a 77). | Lack of growth in math. |

★ = Priority

# School Processes & Programs

## Summary

For curriculum, teachers in grades K-5 utilize Bluebonnet RLA and Math. Teachers in grades K-5 also have many resources to provide instruction to students in class, such as HMH for Science and Social Studies Weekly for Social Studies. Our Pre-K teacher uses CLI to provide instruction in class. Leader in Me resources have been provided for Pre-kindergarten through 5th grade to address leadership and, life skills and social-emotional learning. Professional development is determined and provided based on the needs of the staff.

During the 2025-2026 school year, Kindergarten through 5th-grade teachers, special education teachers, and other support staff attended professional development to increase their capacity to implement Bluebonnet Math. During the summer of 2026, RLA teachers were provided with training on Bluebonnet RLA. All RLA and Math teachers were provided with RBIS training. Teachers had the option of participating in TCMPC training. A

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

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

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

The campus administration sends out a weekly staff newsletter. The newsletter contains upcoming events, deadlines, rewards and celebrations, and other important information. Communication is also sent out through email as needed. Information from administrators was also discussed in staff meetings on a Monday of each month.

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

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

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

Technology is integrated into classrooms through programs, including Splashlearn, Zearn, Study Island, and other websites selected by teachers. Students also attended Technology class once each week, where they learned about internet safety, Digital Citizenship, typing, and other technology skills. Students will attend STEM every 8 days in lieu of technology in 2026-2027.

## Strengths

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

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

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

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

# Problem Statements Identifying School Processes & Programs Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Consistent communication with families on student progress is inconsistent. | Teachers need tools to provide more frequent updates to families regarding student progress. |
| 2 ★ | New curriculum in math and reading/phonics | Teachers need more training on one specific curriculum and implementation strategies. |
| 3 | Inconsistent expectations during arrival, dismissal, lunch, assemblies, hallway, etc. | School-wide routines are not implemented with fiedlity. |
| 4 | On the Science STAAR, 64% of students did not meet grade-level expectations based on STAAR assessment data. | Teachers need a systematic approach to teaching science with limited time in the schedule. |
| 5 ★ | CE only grew 2 points overall on STAAR (75 to a 77). | Lack of growth in math. |

★ = Priority

# Perceptions

## Summary

**Leader in Me- Measurable Results Survey**

Student Goals showed the largest positive change in the entire report, increasing from 69% in 2024–2025 to 76% in 2025–2026, a 7 percentage-point increase. This represents the strongest area of growth across the report and indicates that students are developing stronger ownership of their goals and learning. This aligns closely with the Leader in Me work at Corinth Elementary. Supporting survey items also showed improvement in students' ability to set goals, follow plans to reach those goals, and talk with someone about their progress toward their goals. This is a significant strength for the campus and an area that should be celebrated and continued.

Empowered Learners increased from 73% to 77%, representing a 4 percentage-point increase. This growth suggests that students are feeling more capable and empowered as learners. The increase may reflect the continued emphasis on student ownership, leadership, independence, and taking responsibility for their learning. Students appear to be developing greater confidence in their ability to take an active role in the learning process.

Academic Self-Efficacy also increased by 4 percentage points, moving from 75% to 79%. This is a particularly important area of growth because it reflects students' belief in themselves as learners. Students reported stronger perceptions that they can learn difficult things when they work hard, persist when learning becomes challenging, and learn from mistakes. This growth suggests that students are increasingly developing a growth mindset and recognizing that effort and perseverance contribute to their success.

School Belonging increased from 70% to 74%, a 4 percentage-point increase. Because belonging was one of the lower student areas in the previous report, this growth is particularly meaningful. The data suggest that more students feel connected to Corinth Elementary and see themselves as an important part of the school community. This is an encouraging indicator that the campus culture and emphasis on relationships and student leadership are positively impacting students' sense of connection.

Social Supports increased from 71% to 75%, representing a 4 percentage-point increase. Students reported stronger perceptions of the support they receive from adults at school. This suggests that students are increasingly experiencing their teachers and other adults as sources of encouragement, support, and assistance when they need help. This growth is especially encouraging because strong adult-student relationships are foundational to both academic success and student well-being.

Additional positive movement was seen across several other areas. Student Empowerment increased from 75% to 78%, a 3 percentage-point increase, while Interpersonal Development increased from 75% to 77%, a 2 percentage-point increase. Goal Achievement also increased from 72% to 74%, and the overall Academics score increased from 72% to 74%, both representing 2 percentage-point increases. Trusted Relationships increased slightly from 72% to 73%, a 1 percentage-point increase. Collectively, these results show a consistent pattern of growth in student ownership, confidence, relationships, and academic development.

## Biggest Areas for Growth

Instructional Efficacy represents the largest decline in the report, decreasing from 73% in 2024–2025 to 62% in 2025–2026, an 11 percentage-point decrease. This is an important area for campus attention because it reflects teachers' perceptions of their ability to use effective instructional practices and support student learning. The decline includes perceptions related to developing learning targets with students, seeking information to improve instructional practice, helping students become independent learners, and effectively using instructional strategies. The teacher-only response group also decreased from 25 respondents to 16 respondents, so the results should be interpreted with some caution. However, an 11 percentage-point decrease is significant enough to warrant further exploration through staff feedback, coaching conversations, and instructional support.

Staff Voice also decreased by 11 percentage points, moving from 86% to 75%. This represents another significant area of growth for the campus. Staff perceptions declined regarding opportunities to influence important school decisions, receiving the support they need, and feeling supported in meeting student needs. Interestingly, satisfaction with individual roles showed some positive movement in the detailed survey responses, suggesting that the concern may not simply be that staff are dissatisfied with their jobs. Instead, the data appear to point more specifically toward voice, support, responsiveness, and opportunities for staff input. This creates an opportunity to examine how staff feedback is gathered, communicated, and acted upon.

Supportive Environment for Staff decreased from 83% to 74%, representing a 9 percentage-point decrease. This decline connects closely with the Staff Voice results and suggests that staff may need stronger systems of support when challenges arise. The campus may benefit from examining how communication, problem-solving, resources, and follow-through are structured so that staff feel supported when navigating difficult situations or meeting student needs.

Collective Efficacy declined from 80% to 72%, an 8 percentage-point decrease. This is particularly important for Corinth Elementary given the campus emphasis on “Together We Lead, Together We Ride.” Staff perceptions decreased in areas such as sharing responsibility for every student’s success, sharing resources and ideas, and addressing challenges together. At the same time, one of the individual questions related to how helpful adults are when addressing issues together showed improvement. This may indicate that the willingness to collaborate exists, but the campus needs more consistent structures and protected time to make collaboration effective and sustainable.

School Goals decreased from 83% to 74%, a 9 percentage-point decrease. Staff perceptions declined regarding the use of annual goals to guide decision-making, tracking progress toward goals, using grade-level teams to implement schoolwide goals, and creating opportunities to reflect on progress. This connects directly to Corinth Elementary’s work with MAP growth, DDI, PLCs, SWAP, and instructional priorities. The opportunity may not be simply to establish goals, but to make the connection between Goal → Action → Data → Reflection → Adjustment much more visible and meaningful for staff.

School Climate decreased from 84% to 77%, representing a 7 percentage-point decrease. Although the 77% score remains relatively strong, the decline is notable and deserves additional examination. This is especially interesting because several individual student measures related to leadership, belonging, relationships, and empowerment improved. Looking more closely at the differences between student perceptions and adult perceptions of school climate may help identify what experiences are contributing to this decline.

Finally, Community Engagement decreased from 70% to 64%, a 6 percentage-point decrease and the largest decline within the Family & Community Engagement domain. This suggests an opportunity to strengthen relationships and partnerships between Corinth Elementary and the broader community. Continued focus on family involvement, community partnerships, and meaningful opportunities for families and community members to connect with the campus could help address this area.

## Upbeat Staff/Culture

The UpBeat Spring 2026 Faculty Survey provides a fairly clear picture of the current perceptions of Corinth Elementary staff. The survey had 68 questions, 46 completions, and a 100% participation rate, providing a strong representation of faculty perceptions. The overall engagement score was 71%, which was a 1.5 percentage-point decrease from Fall 2025.

Overall, the survey reflects a staff that continues to feel highly committed to students, connected to the purpose of their work, and confident in their own ability as educators. Some of the strongest areas were Equal Opportunities at 94%, Inclusive Practices at 91%, Satisfaction & Purpose at 91%, Instructional Leadership at 89%, Self-Efficacy at 86%, Care & Commitment at 86%, Future Commitment at 86%, and Belonging & Wellbeing at 84%. These results indicate that staff continue to believe strongly in the work they do and in the environment CE is trying to create.

One of the strongest perceptions is Instructional Leadership, at 89% positive. Staff reported 96% positive regarding the principal using data to monitor student progress, 87% positive regarding the principal's effectiveness as an instructional leader, and 85% positive regarding the communication of a clear vision for teaching and learning. While this category declined 4 points from Fall 2025, the overall perception remains very strong.

Staff also report a strong sense of self-efficacy, with the category at 86% positive. Specifically, 87% feel successful as teachers, 87% feel successful supporting students' academic development, and 85% feel successful supporting students' social-emotional development. This suggests that teachers continue to have confidence in their own ability to serve students effectively.

Another significant strength is Satisfaction & Purpose at 91%. 91% of staff reported finding a sense of purpose in the work they do each day, and an especially strong 100% agreed that their work has a lasting positive impact on students. Additionally, 80% reported being satisfied with being a teacher at Corinth Elementary. This is important because it demonstrates that, despite concerns in other areas, staff continue to see meaning and value in their work.

The survey also shows strong perceptions around relationships, inclusion, and belonging. Equal Opportunities scored 94%, while Inclusive Practices scored 91%. Within those categories, 96% said opportunities are accessible to all teachers regardless of race, ethnicity, culture, or other aspects of identity; 93% said administrators value perspectives from teachers of different backgrounds; and 93% said the school respects staff, students, and families from all backgrounds.

At the same time, the survey identifies several areas that deserve attention. Professional Development is the lowest major instructional category at 59% positive, with only 41% reporting that district-provided professional development helps improve their teaching and 59% reporting that campus-provided professional development helps improve their teaching. This suggests an opportunity to make professional learning more targeted, relevant, practical, and directly connected to teachers' instructional

needs.

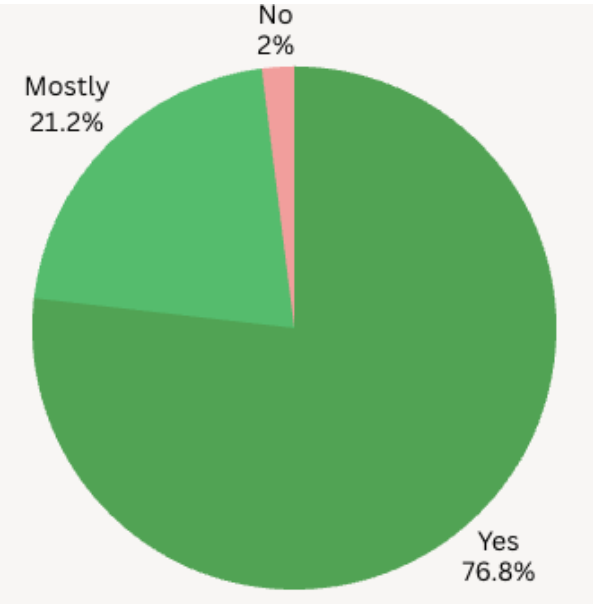
Work/Life Balance, while still showing improvement from Fall 2025, remains an area of concern at 57% positive. Only 39% said the workload expected of teachers is reasonable, although 67% feel confident they can maintain their daily workload long-term and 65% feel able to balance their workload with responsibilities outside of school. The positive movement in this category is encouraging—it increased 11 percentage points—but the overall score indicates that workload remains a significant concern for staff.

Compensation & Career Path is the lowest-scoring category overall at 48% positive. Only 41% reported being satisfied with their salary, while 70% reported opportunities to advance their careers through new or expanded roles and 33% reported being satisfied with how much their salary will increase over time. Because compensation is influenced heavily by district-level structures, this is an area where campus leadership may have limited ability to directly change the underlying issue, but it is still important to recognize as part of the overall staff experience.

Another area that stands out is Principal/Teacher Trust, which scored 80% positive but declined 13 points from Fall 2025. Within this category, 76% said they trust their principal, 78% said the principal backs them up when they need support, and 85% said the principal looks out for teachers' well-being. The decline is important and should not be ignored, particularly because trust is foundational to other areas such as autonomy, voice, collaboration, and school culture.

Teacher Voice & Leadership is another area to watch, scoring 78% positive and declining 5 points. Only 63% reported that administrators actively seek teacher input when making important decisions, while 80% reported opportunities to take on leadership roles and 89% said teachers play an active role in shaping the school culture. This creates an interesting distinction: teachers feel they have leadership opportunities and contribute to culture, but fewer feel that their voice is actively sought when important decisions are made.

### Parent Interpretation of CE




## Strengths

According to the 25-26 MRA survey completed by students, staff, and parents, Student Goals, Empowered Learners, Academic Self-Efficacy, School Belonging, and Social Supports were the overall strengths of Leader in Me

Corinth Elementary staff remain highly committed to students and strongly connected to the purpose of their work. They have high confidence in themselves as educators, perceive strong instructional leadership, and report a strong sense of inclusion, belonging, and commitment to the school.

According to the parent survey sent quarterly, families are happy with Corinth Elementary overall.

# Problem Statements Identifying Perceptions Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Students don't feel that they have an understanding of goal setting to help them reach their goals. | Lack of student goal setting and tracking in classrooms. |
| 2 | Rules for student behavior are not consistently enforced by teachers, even for students who are not in their class. | The staff has not collectively committed to prioritizing and ensuring ALL students are held to the same behavioral expectations in all settings. |
| 3 | Inconsistent expectations during arrival, dismissal, lunch, assemblies, hallway, etc. | School-wide routines are not implemented with fiedlity. |
| 4 | On the Science STAAR, 64% of students did not meet grade-level expectations based on STAAR assessment data. | Teachers need a systematic approach to teaching science with limited time in the schedule. |
| 5 ★ | CE only grew 2 points overall on STAAR (75 to a 77). | Lack of growth in math. |

★ = Priority

# Priority Problem Statements

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | New curriculum in math and reading/phonics | Teachers need more training on one specific curriculum and implementation strategies. |
| 2 ★ | CE only grew 2 points overall on STAAR (75 to a 77). | Lack of growth in math. |

★ = Priority

# Data Documentation for CNA

# Data Documentation for CNA

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

## Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

## Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

## Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**

- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Observation Survey results**
- [x] **Prekindergarten Self-Assessment Tool**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

## Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

## Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**

- [x] **Violence and/or violence prevention records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

## Employee Data

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

## Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

## Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**

- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Action research results**

# Priorities

# Priority 1 Increase Student Success

## Goal 1 ☑ High Priority

By May 2027, 90% of Corinth Elementary students will make one year's academic growth in reading and math.

**Evaluation Data Source:** STAAR, MAP

### Strategy 1

Professional Learning Communities (PLC) teams will meet weekly to clarify the essential learning and build shared knowledge for each unit to create a guaranteed and viable curriculum for all CE students.

**Strategy's Expected Result/Impact:** Increase in teacher capacity and student achievement

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach

**ESF Levers:** Lever 5: Effective Instruction

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Strategy 2

CE will monitor student progress in academic achievement with assessments throughout the year.

**Strategy's Expected Result/Impact:** Increased student achievement and growth

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, RTI Teacher

**ESF Levers:** Lever 5: Effective Instruction

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Strategy 3

CE will provide a Literacy Teacher to deliver targeted intervention and literacy support for students with reading difficulties in Kindergarten through 2nd grade utilizing a specialized literacy program.

**Strategy's Expected Result/Impact:** Increased growth in reading skills

**Staff Responsible for Monitoring:** Principal, Assistant Principal, RTI Teacher

**Funding Sources:** Literacy Teacher 100% 199 State Compensatory Education (SCE),

**TEA Priorities:** Build a foundation of reading and math

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 4

CE will provide Accelerated Instruction to students who did not pass STAAR during the 2026-2027 school year.

**Strategy's Expected Result/Impact:** Increase student knowledge of grade-level skills

**Staff Responsible for Monitoring:** Principal, Assistant Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 5

Each CE PLC team will utilize Common Formative Assessments, Summative Assessments, and Data-Driven Instruction analysis to routinely monitor students' mastery of the TEKS in reading, math, and science.

**Strategy's Expected Result/Impact:** Increase student achievement

**Staff Responsible for Monitoring:** Principal, Assistant Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 6

CE will provide an RTI/ MTSS Teacher on the campus to support with progress monitoring and student instructional support and interventions.

**Strategy's Expected Result/Impact:** Increased student achievement

**Staff Responsible for Monitoring:** Principal

**Funding Sources:** RTI Teacher 100% 199 State Compensatory Education (SCE),

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 7

CE will provide dyslexia-trained general education therapists and special education teachers to support students identified with dyslexia.

**Strategy's Expected Result/Impact:** Increased student achievement

**Staff Responsible for Monitoring:** Principal, Assistant Principal

**Funding Sources:** Dyslexia Therapist 199 State Compensatory Education (SCE),

**TEA Priorities:** Build a foundation of reading and math

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 8

CE will offer half-day and full-day prekindergarten for three year olds and full-day pre-kindergarten for the 2026-2027 school year.

**Staff Responsible for Monitoring:** Principal and Assistant Principal

**Funding Sources:** Pre-kindergarten aid 100% 429 - Pre-K Grant, , Pre-kindergarten Teachers 100% 199- Early Education Allotment,

**TEA Priorities:** Build a foundation of reading and math

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 9

Provide summer programming to meet students' needs for accelerated instruction.

**Strategy's Expected Result/Impact:** Increased student achievement

**Staff Responsible for Monitoring:** Director of curriculum

**Funding Sources:** 199 State Compensatory Education (SCE),

**TEA Priorities:** Build a foundation of reading and math

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 10

CE teachers will create intervention and extension groups based on Common Formative Assessment data to provide targeted instruction to meet the needs of all students.

**Strategy's Expected Result/Impact:** Increased student achievement

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, Team Leads

**TEA Priorities:** Build a foundation of reading and math

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 11

Students in Kindergarten through 5th grade will be given opportunities for independent reading daily.

**Strategy's Expected Result/Impact:** Increase students' ability to read and comprehend books on their level

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 12

CE teachers will utilize district-provided curriculum in all core subjects to provide high-quality instruction to students.

**Strategy's Expected Result/Impact:** Increase student growth

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 13

CE administrators will work with Region 11 through the LIFT grant to increase student growth and achievement through HQIM's.

**Strategy's Expected Result/Impact:** Observation and Feedback to grow teachers
Student growth and achievement on assessments

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Goal 2

By May 2027, 80% of 5th grade students at CE will make one year's growth in science.

**Evaluation Data Source:** MAP

## Strategy 1

Students in grades K-5 will receive explicit science instruction utilizing district- approved curriculum in classrooms for a minimum of four days each week.

**Strategy's Expected Result/Impact:** Increased knowledge of science vocabulary and concepts

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 2

Classroom teachers in grades K-5 will provide hands-on science activities at least twice a month.

**Strategy's Expected Result/Impact:** Increase student knowledge of science vocabulary and concepts

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Goal 3

By May 2027, the percentage of Emergent Bilingual students who advance at least one proficiency level as measured by 2025 TELPAS will increase by 15%.

**Evaluation Data Source:** TELPAS 2027 report

## Strategy 1

Emergent bilingual students will utilize K12 Summit twice a week for 20-30 minutes.

**Strategy's Expected Result/Impact:** Increased student English language acquisition

**Staff Responsible for Monitoring:** Principal, Assistant Principal, ESL Specialist

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 2

CE will have an ESL Teacher provide targeted language acquisition support for students in grades K-5.

**Strategy's Expected Result/Impact:** Increased student English language acquisition

**Staff Responsible for Monitoring:** Principal, Assistant Principal

**Funding Sources:** ESL Teacher 100% 199 State Compensatory Education (SCE),

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 2: Strategic Staffing

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 3

ELPS strategies will be included in Kindergarten through 5th grade lessons daily.

**Strategy's Expected Result/Impact:** Increase students' ability to understand concepts taught

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Goal 4

By May 2026, CE will increase the student attendance rate to 95.5%.

**Evaluation Data Source:** ODS Data, Attendance/Truancy Tracking

## Strategy 1

Student attendance and tardies are monitored every month and incentives are implemented by class.

**Strategy's Expected Result/Impact:** Increase in student attendance; decrease in daily tardies

**Staff Responsible for Monitoring:** Principal, Assistant Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 2

CE attendance will be reviewed weekly to track and provide notifications to families of attendance concerns.

**Strategy's Expected Result/Impact:** Increase attendance rate

**Staff Responsible for Monitoring:** Assistant Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Goal 5

Leader in Me Measurable Results Assessment: CE will show increases in student goal setting and data tracking.

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

### Strategy 1

Measurable Results Assessment (MRA) will be given to 4th and 5th-grade students, staff, and all parents to determine the level of campus culture and climate in the Spring of 2027.

**Strategy's Expected Result/Impact:** The campus will be able to determine the level of campus culture and climate and how the data compares to the previous year's data. The result will be the ability to maintain or make changes as needed based on data. The result will be an increase in campus culture and climate..

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Lighthouse Coordinators

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Goal 6

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

### Strategy 1

The campus guidance counselor will provide counseling lessons to students in grades PreK3-5th.

**Strategy's Expected Result/Impact:** Increased social and emotional coping skills

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 2

Leader in Me lessons will be implemented in classrooms three times per week.

**Strategy's Expected Result/Impact:** Students will be able to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, and establish and maintain positive relationships.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, LIghthouse Coordinators

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 3

At CE, classroom teachers will have circle time with their students a minimum of twice per week.

**Strategy's Expected Result/Impact:** Build community within the classroom

**Staff Responsible for Monitoring:** Principal, Assistant Principal

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 4

CE will participate in district initiatives, such as Start with Hello Week, Red Ribbon Week, and Unity Day.

**Strategy's Expected Result/Impact:** Increased student awareness

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 5

CE will utilize our Communities in Schools representative to provide open-group lessons to students based on the needs of the students.

**Strategy's Expected Result/Impact:** Students will be able to respond appropriately to situations and self-regulate.

**Staff Responsible for Monitoring:** Principal, Assistant Principal

**Funding Sources:** CIS Site Coordinator 211 - Title I, Part A,

**ESF Levers:** Lever 2: Strategic Staffing

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 6

The campus guidance counselor will provide weekly lessons to Tier 3 RTI students with behavior needs and biweekly lessons to Tier 2 RTI students with behavior needs.

**Strategy's Expected Result/Impact:** Decrease student dysregulation, students learn coping skills and strategies and increase classroom instruction time due to decreased disruptions.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, RTI Specialist

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Goal 7

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

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

## Strategy 1

School-wide leadership assemblies held throughout the school year will be led by student leaders. The assemblies will highlight student achievement and student leadership.

**Strategy's Expected Result/Impact:** Increased student engagement and culture

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Lighthouse Coordinators

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 2

Students will be provided leadership opportunities, such as cafeteria helpers, helping keep the building tidy, office helpers, safety patrol, library helpers, and student mentor programs.

**Strategy's Expected Result/Impact:** Students are empowered to be leaders on campus.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Leader in Me Campus Coordinators

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 3

CE will offer a Friday schedule that provides club time to 100% of students in kindergarten through grade five during the school day.

**Strategy's Expected Result/Impact:** Increase in student participation in clubs, as not all students are able to participate when clubs are offered after school

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 4

CE will participate in two service opportunities during the school year.

**Strategy's Expected Result/Impact:** Students will be responsible, contributing community members.

**Staff Responsible for Monitoring:** Principal, Assistant Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

# Priority 2 Increase Faculty and Staff Engagement

## Goal 1

From August 2026 through May 2027, CE campus administration will each complete 10 classroom walkthroughs/observations in a week to provide intentional, specific feedback to teachers.

**Evaluation Data Source:** Walkthough Data and Calibration Walks

### Strategy 1

CE administrators will conduct walkthroughs weekly.

**Strategy's Expected Result/Impact:** Data collected on areas professional development is needed. Feedback given to teachers.

**Staff Responsible for Monitoring:** Principal, Assistant Principal

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Strategy 2

CE administrators will conduct observations on all required professional staff within the 2026-2027 school year.

**Strategy's Expected Result/Impact:** Data collected on areas professional development is needed. Feedback given to teachers.

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Goal 2

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

**Evaluation Data Source:** Number of staff exiting at the end of the 2026-2027 school year

### Strategy 1

Administrators will utilize the Upbeat Survey for feedback in the fall and spring of the 2026-2027 school year to better understand how to help staff feel supported and appreciated.

**Strategy's Expected Result/Impact:** Staff will stay employed at CE because they feel supported and appreciated.

**Staff Responsible for Monitoring:** Principal, Assistant Principal

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Strategy 2

From August 2026 through May 2027, CE will provide mentors to all new to teaching teachers.

**Staff Responsible for Monitoring:** Principal and Instructonal Coach

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Strategy 3

Between August 2026 and May 2027, CE will offer new staff members at least two opportunities to observe their colleagues on campus, allowing them to acquire insights into best teaching practices.

**Strategy's Expected Result/Impact:** Increase teacher capacity

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 4

CE will celebrate staff weekly by recognizing staff in the staff newsletter, providing a rose to staff during staff meetings who have helped another staff member, providing rewards to staff utilizing PBIS Rewards, and monthly draft picks.

**Strategy's Expected Result/Impact:** Increase staff morale and campus culture

**Staff Responsible for Monitoring:** Principal, Assistant Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 5

CE will provide staff development to all staff during the school year.

**Strategy's Expected Result/Impact:** Increase staff capacity

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

# Priority 3 Improve Parent and Family Engagement

## Goal 1

From August 2026 through May 2027, Corinth Elementary staff will increase parent communication during the 2026-2027 school year by 5%.

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

### Strategy 1

Biweekly newsletters will be sent to families via Parent Square.

**Strategy's Expected Result/Impact:** Increased communication between the school and home, Families will be aware of campus events

**Staff Responsible for Monitoring:** Principal, Assistant Principal

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Strategy 2

CE campus webpage and online calendar will be maintained and updated communicating accurate campus information and events.

**Strategy's Expected Result/Impact:** Increased communication between the home and school, Families will be aware of campus events

**Staff Responsible for Monitoring:** Principal, Assistant Principal

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Strategy 3

CE will utilize social media (Facebook) to provide up-to-date communication, including campus events, and to showcase student learning.

**Strategy's Expected Result/Impact:** Increased campus communication with families and community

**Staff Responsible for Monitoring:** Principal, Assistant Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 4

All teachers will contact all families to share positive feedback on the students within the first two weeks of school.

**Strategy's Expected Result/Impact:** Increased campus communication with families,

**Staff Responsible for Monitoring:** Principal, Assistant Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

# Goal 2

From August 2026 through May 2027, Corinth Elementary staff will increase parent/ community engagement in the 2026-2027 school year by 5%.

**Evaluation Data Source:** Parent Square reports, sign-in sheets from events, number of events held throughout the year, quarterly survey participation

## Strategy 1

CE staff will host 2 family events during the 2026- 2026 school year.

**Strategy's Expected Result/Impact:** Increased parent engagement

**Staff Responsible for Monitoring:** Principal, Assistant Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 2

CE will request feedback from parents on the monthly surveys.

**Strategy's Expected Result/Impact:** Increase family engagement, provide feedback for areas of strength and growth

**Staff Responsible for Monitoring:** Principal, Assistant Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 3

CE will provide families opportunities to engage in their student's learning throughout the 2025-2026 school year by inviting parents to attend two student-led/ parent-teacher conferences, and an open house and music program for each grade level.

**Strategy's Expected Result/Impact:** Increase parent engagement, guide for families to understand and assist with their child's education needs

**Staff Responsible for Monitoring:** Principal, Assistant Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 4

CE will meet with families to review and share the Parent and Family Engagement policy and distribute the policy to 100% of families.

**Strategy's Expected Result/Impact:** Increase parent engagement

**Staff Responsible for Monitoring:** Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 5

CE will provide activities in the family newsletter monthly for families to engage in at home.

**Strategy's Expected Result/Impact:** Increased parent engagement, develop school-parent partnership

**Staff Responsible for Monitoring:** Principal

## Formative Reviews

| November | January | March | April |
| --- | --- | --- | --- |

# Priority 4 Efficient Operations

## Goal 1

From August 2026 through May 2027, CE will ensure a fiscally responsible budget is followed.

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

### Strategy 1

Develop campus budget and monitor expenditures to align with CIP priorities throughout the school year.

**Strategy's Expected Result/Impact:** To ensure efficient and effective use of funds

**Staff Responsible for Monitoring:** Principal

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Goal 2

From August 2026 through May 2027, CE will implement procedures to ensure safe, secure facilities.

**Evaluation Data Source:** Audit door logs, maintain a drill schedule, school-wide routines

### Strategy 1

CE will implement daily door checks and campus entry procedures.

**Strategy's Expected Result/Impact:** Increased campus security

**Staff Responsible for Monitoring:** Principal, Assistant Principal

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 2

CE will work with the staff and campus SRO to maintain safety procedures.

**Strategy's Expected Result/Impact:** Increased campus security

**Staff Responsible for Monitoring:** Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 3

CE will implement the Say Something anonymous reporting system and Centegix alert system.

**Strategy's Expected Result/Impact:** Increased campus security

**Staff Responsible for Monitoring:** Principal, Assistant Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

# Goal 3

CE faculty and staff will comply with all district security and safety practices throughout the 2026-2027 school year.

**Evaluation Data Source:** Practice safety drills and door policies

## Strategy 1

CE will have a School Resource Officer (SRO) on campus daily to monitor campus activities.

**Strategy's Expected Result/Impact:** Increased campus security

**Staff Responsible for Monitoring:** Principal, Assistant Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 2

CE will have a secure front door and vestibule with a buzzer and camera system for entry into the building and office.

**Strategy's Expected Result/Impact:** Increased campus security

**Staff Responsible for Monitoring:** Principal, Assistant Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 3

Exterior door audits will be conducted weekly and logs will be maintained.

**Strategy's Expected Result/Impact:** Increased campus security

**Staff Responsible for Monitoring:** Principal, Assistant Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 4

CE staff will receive annual training on Emergency Response Protocols.

**Strategy's Expected Result/Impact:** Increased understanding of safety and security protocols

**Staff Responsible for Monitoring:** Principal, Assistant Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 5

Maintain a Behavioral Threat Assessment Team that is current on required trainings.

**Strategy's Expected Result/Impact:** Increased understanding of safety and security protocols

**Staff Responsible for Monitoring:** Principal, Assistant Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 6

Maintain a safety response team to address safety concerns in response to the anonymous reporting system, Say Something.

**Strategy's Expected Result/Impact:** Increased understanding of safety and security protocols

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 7

CE will train all staff and utilize Centegix and Sentinel systems for visitors to sign in, as well as for safety drills throughout the school year.

**Strategy's Expected Result/Impact:** Increase safety on campus

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Secretary, Receptionist

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

# Funding Summary

# Funding Summary

## 199 State Compensatory Education (SCE)

| Priority | Goal | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 1 | 3 | Literacy Teacher 100% | -- | $0.00 |
| 1 | 1 | 6 | RTI Teacher 100% | -- | $0.00 |
| 1 | 1 | 7 | Dyslexia Therapist | -- | $0.00 |
| 1 | 1 | 9 | | -- | $0.00 |
| 1 | 3 | 2 | ESL Teacher 100% | -- | $0.00 |
| | | | | **Sub-Total** | $0.00 |

## 211 - Title I, Part A

| Priority | Goal | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 6 | 5 | CIS Site Coordinator | -- | $0.00 |
| | | | | **Sub-Total** | $0.00 |

## 429 - Pre-K Grant

| Priority | Goal | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 1 | 8 | Pre-kindergarten aid 100% | -- | $0.00 |
| | | | | **Sub-Total** | $0.00 |

## 199- Early Education Allotment

| Priority | Goal | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 1 | 8 | Pre-kindergarten Teachers 100% | -- | $0.00 |
| | | | | **Sub-Total** | $0.00 |

# Lake Dallas Independent School District

# Lake Dallas Elementary School

## 2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
August 26, 2026 at 07:37 PM

# Mission Statement

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

# Vision

Small School Atmosphere, Big School Opportunities

# Value Statement

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

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# Comprehensive Needs Assessment

# Demographics

## Summary

Lake Dallas Elementary (LDE) is a neighborhood school with most students residing within a couple of miles of the campus. Lake Dallas Elementary serves approximately 568 students. Our student population is 50.4% Hispanic, 36.1% White, 7.4% Black-African American, 4.1% Two-or-More Races, 1.8% Asian, 0.4% American Indian-Alaskan Native, and 0% Native Hawaiian-Pacific Islander. 50.2% of our students are Economically Disadvantaged, and 55% are At-Risk. 8% of the student population is Dyslexic, and Gifted and Talented make up 3%. Section 504 is 4.4%, Special Education is 15.9%, and 27.6% of students are Emergent Bilingual. The 2025-26 campus attendance rate was 95.3%.

The 2026-27 school year will be Lake Dallas Elementary School's 16th year as a Title I campus. Lake Dallas Elementary has the highest percentage of economically disadvantaged students in the district.

Class sizes for each grade level vary between 12 and 24 students per teacher.

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

Since January 2013, LDE has used Title 1 funds to acquire a Communities in Schools Site Coordinator for the campus. The 2013-2014 school year was the first year LDE offered a CIS Site Coordinator year-round. The CIS program will continue through the 2026-27 school year.

## Strengths

- LDE had 105 students served by CIS.

- 87.5% of LDE teachers have taught for more than 5 yrs or more

- 45% of LDE teachers have taught between 11-20 years.

- Campus size creates an environment where teachers and parents have easy access to campus and central administration to address needs quickly and efficiently.

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

# Problem Statements Identifying Demographics Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | Students are beginning school with fewer early childhood foundational skills. | LDE has a high number percentage of students that are economically disadvantaged. |
| 2 ★ | Recruitment of highly qualified bilingual teachers is a challenge. | Colleges and teacher certification programs have communicated that there are fewer participants in the program, despite a high demand for bilingual teachers. |

★ = Priority

# Student Learning

## Summary

**Domain 1 - Details for (061912101) Lake Dallas EL**

**2025-2026 Student Achievement for (061912101) LAKE DALLAS EL**

The Texas Education Agency (TEA) has now released the final 2025 Accountability Manual with the official A-F methodology for 2024-2025.
OnDataSuite has updated the A-F calculations to align with the finalized approach. Please review A-F update log for specifics on changes made.
The current reports can reliably indicate expected A-F ratings, though final official ratings will still come from TEA after all data is certified.

**Details Behind the Score**

| | Raw Score | Scaled Score | Weight % of Score | Weighted Points |
|---|---|---|---|---|
| **STAAR Performance** | 41 | 70 | 100% | 70 |
| Using STAAR Performance (100%) As your Score: 70 | | | | |
| | | | Student Achievement Domain Rating | **C** |

**STAAR for 2025-2026**

| | 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) | Continously Enrolled |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **All** | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | |
| % at Did Not Meet GL Standard or Above | 34% | 69% | 41% | 21% | | 0% | | 35% | 46% | 46% | 48% | 64% | 19% | 32% |
| % at Approaches GL Standard or Above | 66% | 31% | 59% | 79% | | 100% | | 65% | 54% | 54% | 52% | 36% | 81% | 68% |
| % at Meets GL Standard or Above | 41% | 13% | 31% | 56% | | 58% | | 40% | 27% | 24% | 28% | 11% | 56% | 43% |
| % at Masters GL Standard | 17% | 6% | 10% | 26% | | 17% | | 25% | 9% | 8% | 10% | 2% | 16% | 19% |
| **Reading** | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | |
| % at Did Not Meet GL Standard or Above | 28% | 46% | 35% | 16% | | 0% | | 38% | 41% | 44% | 43% | 62% | 8% | 25% |
| % at Approaches GL Standard or Above | 72% | 54% | 65% | 84% | | 100% | | 63% | 59% | 56% | 57% | 38% | 92% | 75% |
| % at Meets GL Standard or Above | 50% | 23% | 40% | 67% | | 80% | | 50% | 35% | 28% | 39% | 11% | 69% | 51% |
| % at Masters GL Standard | 22% | 8% | 12% | 35% | | 20% | | 50% | 13% | 11% | 13% | 2% | 15% | 23% |
| Number of Tests | | | | | | | | | | | | | | |
| **Mathematics** | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | |
| % at Did Not Meet GL Standard or Above | 40% | 85% | 49% | 25% | | 0% | | 38% | 53% | 54% | 55% | 65% | 31% | 38% |
| % at Approaches GL Standard or Above | 60% | 15% | 51% | 75% | | 100% | | 63% | 47% | 46% | 45% | 35% | 69% | 62% |
| % at Meets GL Standard or Above | 33% | 8% | 24% | 47% | | 40% | | 38% | 19% | 15% | 18% | 13% | 54% | 38% |
| % at Masters GL Standard | 12% | 8% | 6% | 20% | | 20% | | 13% | 5% | 4% | 6% | 4% | 23% | 15% |
| **Science** | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | |
| % at Did Not Meet GL Standard or Above | 32% | 83% | 34% | 23% | | 0% | | 25% | 42% | 24% | 41% | 67% | 17% | 33% |
| % at Approaches GL Standard or Above | 68% | 17% | 66% | 77% | | 100% | | 75% | 58% | 76% | 59% | 33% | 83% | 67% |
| % at Meets GL Standard or Above | 37% | 0% | 28% | 51% | | 50% | | 25% | 27% | 41% | 27% | 6% | 33% | 38% |
| % at Masters GL Standard | 14% | 0% | 13% | 20% | | 0% | | 0% | 10% | 12% | 14% | 0% | 0% | 16% |

66% of our students achieved Approaches Grade Level or higher. 72% of 3rd-5th graders scored approaching grade level or higher in Reading. 68% of our fifth graders scored approaching grade level or higher in Science.

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

| Grade Level | % of Students Who Progressed at Least One Proficiency Level on TELPAS |
|---|---|
| 1 | 75% |
| 2 | 30% |
| 3 | 41% |
| 4 | 53% |
| 5 | 33% |
| K-2 | 51% |
| 3-5 | 43% |

The campus utilized a variety of research-based data sources in order to monitor student progress and draw conclusions regarding student achievement. In grades K-5, the campus has utilized NWEA MAP Growth to assess student learning. The RtI Team continued to focus on student success for students in the RTI process by

making recommendations for a multitude of interventions. Tier 2 and Tier 3 interventions were implemented and well-supported by instructional staff, including a Title I instructional assistant for reading support.

NWEA MAP Math Achievement increased from 58% to 62% from Fall to Spring. NWEA MAP Reading Achievement remained at the 58th percentile from Fall to Spring.

# Strengths

### STAAR Performance Measures Grades 3-5

In Science, our current Special Education students' scores have continued to steadily improve in the Approaches level over the past three years, increasing from 9% Approaches in 2023 to 28% Approaches in 2025 to 33% Approaches in 2026. Science scores for all students approaching grade level or higher increased from 59% to 68%.

Reading saw improvements in the Meets or higher scores for the Hispanic and White student groups compared to the previous year. We also saw increases in Meets or higher in Math in our current and former Special Education student groups compared to the previous year: Current SPED 9% (2024) to 13% (2026) and Former SPED 30% (2024) to 54% (2026).

### TELPAS

Our students made gains on the TELPAS assessment, demonstrating growth. The most growth was seen in first grade, where we had 27 Emergent Bilingual Students, and 18 of them (or 75%) progressed at least one proficiency level on their TELPAS composite score.

### NWEA MAP

NWEA MAP Math Achievement increased from 57% to 62% from Fall to Spring.

# Problem Statements Identifying Student Learning Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | On STAAR Mathematics, 60% of all students in grades 3-5 scored Approaches or higher. | Students are demonstrating gaps in their mathematics learning that need to be filled. Teachers need access to quality professional development and high-quality instructional materials to support the mathematics TEKS. |
| 2 ★ | According to TELPAS scores, Emergent Bilingual students are not progressing to mastery in acquiring English language skills in the areas of Listening, Speaking, Reading, and Writing. | Listening, Speaking, Reading, and Writing opportunities aligned to the ELPs and the campus Language Allocation Plan have not been consistently utilized by campus staff. |
| 3 ★ | Reading: In K-5, Reading achievement remained at the 58th percentile from Fall to Spring, according to NWEA MAP Reading. | Professional Development is needed in research-based literacy practices. |

★ = Priority

# School Processes & Programs

## Summary

LDE has begun a transition from a Dual Language One Way program to a Transitional Early Exit bilingual program. LDE has partnered with Region 11 to ensure the implementation is aligned with the state Transitional Early Exit program framework. This process will take place over the course of several years, beginning with the addition of signage in both Spanish and English, authentic Spanish Texts, and a bilingual curriculum for kindergarten and 1st grade. Beginning with the 2022-23 school year, all emergent bilingual students began utilizing Summit K12 to leverage individualized learning paths that will further develop and enrich English language acquisition.

The district/campus continued the use of the TEKS Resource System curriculum for 2025-2026. In addition, all K-5 classrooms utilized High-Quality Instructional Materials (HQIM) for mathematics and reading instruction. Students utilized Study Island learning software and Zearn for academic intervention during the 2025-26 school year.

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

Multiple opportunities for student tutorials were provided throughout the school year. Individual teachers, special area teachers, CIS tutorials, as well as campus-wide efforts to provide extended learning to students through tutorials and open library, were all available in 2025-26.

Targeted instruction will continue for all students during math and reading Tier 2/Falcon Time. Data-driven decisions were used to provide targeted instruction for students.

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

New and returning teachers received professional development and training before students arrived on the first day of school. All staff benefited from required federal/state trainings, district trainings, campus trainings, and grade-level/content-specific training throughout the school year.

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

Strong efforts were made by the campus to recruit new staff members for the 2026-2027 school year. Multiple applicants for each open position were carefully considered.

Each classroom/teacher is provided with technology to enhance instructional strategies and learning. Professional development is provided to teachers on technology equipment yearly and as needed throughout the year.

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

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

LDE will offer full-day PreK sections for three- and four-year-olds, both taught by certified teachers.

The Threat Assessment Team (now called the Safe and Supportive Schools Program team or SSSP team) was created during the 2019-2020 school year as an organized means of assessing the needs of students in need of assistance, with a team available at each campus. The SSSP teams will continue for the 2026-2027 school year.

During the 2025-2026 school year, the following extracurricular clubs were offered to students after school:

Elementary Choir, Nitroball, and GOAL Soccer Club. During the 2026-27 school year, student opportunities and experiences will be expanded through the Discovery Academy model during the school day.

## Strengths

- Professional Learning Communities were held weekly and facilitated by grade-level team leads and the campus instructional coach.  PLCs were utilized to review student progress and plan for future instruction, intervention, and enrichment.

- The Campus Leadership Team (CLT), which includes administrators, RtI and ESL teachers, the counselor, and the Instructional Coach, also met to ensure campus practices aligned to the campus mission and vision.

- The campus ESL teacher supported literacy growth and development of the Emergent Bilingual population.

- Reading teachers and Title 1 Reading Paraprofessional supported literacy growth and development by providing support to developing readers.

# Perceptions

## Summary

During the 2025-2026 school year, surveys were sent out to LDE families quarterly to gather feedback about general campus topics, such as operations, academics, teachers and staff, and community and culture. Feedback that was generated was used to improve campus operations and improve the family-school relationship/communication. Survey results show that between 96% and 100% of the LDE respondents were happy or mostly happy with our campus.

| Are you happy with your child's experience at LDE at this time? | |
|---|---|
| September 2025 | 98% yes/mostly happy |
| December 2025 | 96% yes/mostly happy |
| February 2026 | 97% yes/mostly happy |
| April 2026 | 100% yes/mostly happy |

All LDE faculty and staff were provided with the opportunity to complete an Upbeat Survey at the beginning and end of the year to provide insight into their perceptions regarding Staff Engagement. 88% of the faculty completed the survey at the beginning of the year, and 100% of the faculty completed the survey at the end of the year. Data from the Spring indicated gains in Principal/Teacher Trust, School Safety/Order, Appreciation, Work/Life Balance, Resources & Facilities, Self-Efficacy, Care & Commitment, and Future Commitment. Data from the Spring showed opportunities for growth in Evaluation.

The Leader in Me Measurable Results Assessment (MRA) was sent to students in grades 4 and 5 at the end of the year. All LDE families and all LDE staff were also asked to complete the MRA Survey in early May of 2026. We received 155 student surveys, 44 staff surveys, and 29 family surveys. The overall Leader in Me score was 77, with a score of 78 in Leadership, a score of 79 in Culture, and a score of 75 in Academics.

| Leader in Me MRA Sub-Categories | 2025 MRA Score | 2026 MRA Score | Difference |
|---|---|---|---|
| Student Leadership | 74 | 75 | +1 |
| Staff Leadership | 82 | 81 | -1 |
| Family & Community Engagement | 75 | 78 | +3 |
| Supportive Student Environment | 76 | 76 | +0 |
| Supportive Staff Environment | 84 | 82 | -2 |
| Empowering Teachers | 76 | 76 | +0 |
| Empowered Learners | 76 | 76 | +0 |
| Goal Achievement | 73 | 74 | +1 |

# Strengths

LDE families report positively when surveyed quarterly with surveys, with between 96% and 100% of families reporting that they are happy or mostly happy with LDE.

Data from the Upbeat surveys completed by staff at the end of the year show that Parent/Teacher Communication, Appreciation, Principal/Teacher Trust, and Recruitment/Hiring/Onboarding percentages for engagement are significantly higher than the district engagement percentages. From the Spring 2025 to the Spring 2026 Upbeat survey, Principal/Teacher Trust and Teacher Voice & Leadership saw gains, indicating that teachers feel supported and embrace the leadership roles held on campus.

On the MRA Leader in Me Survey, we maintained or increased scores in the Overall LIM Score and in the categories of Leadership and Academics.  The Overall LIM Score remained at 77 this year, holding the increase of three points we saw two years ago. The Leadership category increased from 77 to 78 this year, with a decline in Staff Leadership (-1), a gain in Student Leadership (+1), and a gain in Family & Community Engagement (+3).  The Culture category increased to a score of 79 this year, with a slight decline in Supportive Student Environment (-2) and no change in Supportive Staff Environment (+0).  In the Academics category, we maintained a score of 75, with Empowered Learners maintaining a score of 76(+0).

# Priority Problem Statements

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | On STAAR Mathematics, 60% of all students in grades 3-5 scored Approaches or higher. | Students are demonstrating gaps in their mathematics learning that need to be filled. Teachers need access to quality professional development and high-quality instructional materials to support the mathematics TEKS. |
| 2 ★ | Reading: In K-5, Reading achievement remained at the 58th percentile from Fall to Spring, according to NWEA MAP Reading. | Professional Development is needed in research-based literacy practices. |
| 3 ★ | Students are beginning school with fewer early childhood foundational skills. | LDE has a high number percentage of students that are economically disadvantaged. |
| 4 ★ | Recruitment of highly qualified bilingual teachers is a challenge. | Colleges and teacher certification programs have communicated that there are fewer participants in the program, despite a high demand for bilingual teachers. |
| 5 ★ | According to TELPAS scores, Emergent Bilingual students are not progressing to mastery in acquiring English language skills in the areas of Listening, Speaking, Reading, and Writing. | Listening, Speaking, Reading, and Writing opportunities aligned to the ELPs and the campus Language Allocation Plan have not been consistently utilized by campus staff. |

★ = Priority

# Data Documentation for CNA

# Data Documentation for CNA

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

## Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**

## Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Local Accountability Systems (LAS) data**
- [x] **Community Based Accountability System (CBAS)**

## Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Observation Survey results**
- [x] **Prekindergarten Self-Assessment Tool**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

## Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/ stability**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

- [x] **Foster Care data**

## Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

## Employee Data

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

- [x] **T-PESS data**
- [x] **Staff mobility/stability**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

## Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**
- [x] **Parent and community partnership data**
- [x] **Parent activity evaluations and feedback data**

## Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Study of best practices and high yield strategies**
- [x] **Horizontal and vertical team alignments processes**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

# Priorities

# Priority 1 Priority 1.1: Student Success

## Goal 1 ☑ High Priority

By May of 2027, LDE students will increase achievement in Math, Reading, and Science by 5%.

**Evaluation Data Source:** STAAR scores, NWEA MAP, CLI, TPRI

### Strategy 1 ☑ Additional Targeted Support Strategy

Professional Learning Communities (PLC) teams will meet to clarify the essential learning and build shared knowledge for each unit to create a guaranteed and viable curriculum for all LDE students.

**Strategy's Expected Result/Impact:** Increase in teacher capacity and student achievement

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach

**Problem Statements:** Student Learning 1, 3

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Strategy 2 ☑ Additional Targeted Support Strategy

Each grade level PLC team will utilize Common Formative Assessments and Summative Assessments to routinely monitor students' mastery of the TEKS in the areas of reading, math, and science (5th grade).

**Strategy's Expected Result/Impact:** Increase in student achievement

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach

**Problem Statements:** Student Learning 1, 3

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Strategy 3 ☑ Additional Targeted Support Strategy

LDE teachers will create intervention and extension groups based on Common Formative Assessment data to provide targeted instruction to meet the needs of all students.

**Strategy's Expected Result/Impact:** Increased student achievement

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, Team Leads

**Problem Statements:** Student Learning 1, 3

**Funding Sources:** Title I Educational Aide 211 - Title I, Part A,

**TEA Priorities:** Build a foundation of reading and math

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 4 ☑ Additional Targeted Support Strategy

Using data, timely interventions will be provided to all students, including those who are identified as at-risk and/or required to have accelerated instruction to meet the requirements of HB1416.

**Strategy's Expected Result/Impact:** Increased student achievement and growth.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach

**Problem Statements:** Student Learning 1, 3

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 5 ☑ Additional Targeted Support Strategy

LDE will have a Literacy Teacher provide targeted intervention and literacy support for students in grades K-5.

**Strategy's Expected Result/Impact:** Increased student achievement and growth in reading

**Staff Responsible for Monitoring:** Principal, Assistant Principal

**Problem Statements:** Student Learning 3

**Funding Sources:** Early Literacy Specialist (50%) 199 State Compensatory Education (SCE),

**TEA Priorities:** Build a foundation of reading and math

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 6 ☑ Additional Targeted Support Strategy

LDE will provide an RtI/MTSS Teacher on the campus to support with progress monitoring and student instructional support and interventions.

**Strategy's Expected Result/Impact:** Increased student achievement and growth

**Staff Responsible for Monitoring:** Principal, Assistant Principal

**Problem Statements:** Student Learning 1, 3

**Funding Sources:** RtI Specialist (50%) 199 State Compensatory Education (SCE),

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 7 ☑ Additional Targeted Support Strategy

LDE will provide dyslexia trained general education teachers and MTA-trained special education teachers to support students identified with dyslexia.

**Strategy's Expected Result/Impact:** Increased student achievement and growth

**Staff Responsible for Monitoring:** Principal, Assistant Principal

**Problem Statements:** Student Learning 3

**Funding Sources:** Dyslexia Specialist (25%) 199 State Compensatory Education (SCE), , Dyslexia Specialist (25%) 199 State Compensatory Education (SCE),

**TEA Priorities:** Build a foundation of reading and math

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 8

LDE will provide full-day pre-kindergarten for the 2025-2026 school year for three and four-year-olds.

**Strategy's Expected Result/Impact:** Increased kindergarten readiness

**Staff Responsible for Monitoring:** Principal, Assistant Principal

**Problem Statements:** Demographics 1

**Funding Sources:** PreK Teacher (50%) 199 State Compensatory Education (SCE), , PreK Teacher (50%) 199 State Compensatory Education (SCE), , PreK Paraprofessional (50%) 199 State Compensatory Education (SCE), , PreK Paraprofessional (50%) 199 State Compensatory Education (SCE),

**TEA Priorities:** Build a foundation of reading and math

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 9

Provide summer programming to meet students' needs for accelerated instruction.

**Strategy's Expected Result/Impact:** Increased student achievement

**Staff Responsible for Monitoring:** Director of Curriculum, Principal

**Problem Statements:** Student Learning 1, 3

**Funding Sources:** Summer School 199 State Compensatory Education (SCE),

**TEA Priorities:** Build a foundation of reading and math

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Goal 1 Problem Statements Identifying Demographics

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

## Goal 1 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | On STAAR Mathematics, 60% of all students in grades 3-5 scored Approaches or higher. | Students are demonstrating gaps in their mathematics learning that need to be filled. Teachers need access to quality professional development and high-quality instructional materials to support the mathematics TEKS. |
| 3 | Reading: In K-5, Reading achievement remained at the 58th percentile from Fall to Spring, according to NWEA MAP Reading. | Professional Development is needed in research-based literacy practices. |

## Goal 2 ☑ High Priority

By May 2027, the percentage of Emergent Bilingual students who advance at least one proficiency level as measured by 2025 TELPAS will increase by 5%.

**Evaluation Data Source:** TELPAS 2027 report

### Strategy 1 ☑ Additional Targeted Support Strategy

Teaching staff serving Emergent Bilingual students will receive research-based professional development and ongoing coaching support throughout the school year to support bilingual classroom instructional strategies.

**Strategy's Expected Result/Impact:** Increased English language acquisition

**Staff Responsible for Monitoring:** Principal, Assistant Principal

**Problem Statements:** Demographics 2 - Student Learning 1, 2, 3

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Strategy 2 ☑ Additional Targeted Support Strategy

Emergent Bilingual students will utilize Summit K12 for 40 minutes per week.

**Strategy's Expected Result/Impact:** Increased English Language Acquisition

**Staff Responsible for Monitoring:** Principal, Assistant Principal, ESL Teacher

**Problem Statements:** Student Learning 2

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 3 ☑ Additional Targeted Support Strategy

LDE will have an ESL Teacher provide targeted language acquisition for students in grades K-5.

**Strategy's Expected Result/Impact:** Increased student English language acquisition

**Staff Responsible for Monitoring:** Principal, Assistant Principal, ESL Teacher

**Problem Statements:** Student Learning 2

**Funding Sources:** ESL Specialist (100%) 199 State Compensatory Education (SCE),

**TEA Priorities:** Build a foundation of reading and math

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Goal 2 Problem Statements Identifying Demographics

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

### Goal 2 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | On STAAR Mathematics, 60% of all students in grades 3-5 scored Approaches or higher. | Students are demonstrating gaps in their mathematics learning that need to be filled. Teachers need access to quality professional development and high-quality instructional materials to support the mathematics TEKS. |

| | | |
|---|---|---|
| 2 | According to TELPAS scores, Emergent Bilingual students are not progressing to mastery in acquiring English language skills in the areas of Listening, Speaking, Reading, and Writing. | Listening, Speaking, Reading, and Writing opportunities aligned to the ELPs and the campus Language Allocation Plan have not been consistently utilized by campus staff. |
| 3 | Reading: In K-5, Reading achievement remained at the 58th percentile from Fall to Spring, according to NWEA MAP Reading. | Professional Development is needed in research-based literacy practices. |

## Goal 3

By May 2027, LDE will increase the student attendance rate to 95.8%.

**Evaluation Data Source:** Campus Attendance Reports

### Strategy 1

Attendance meetings will be held weekly by the campus leadership team to monitor student attendance, track trends and patterns, and to contact families regarding patterns of truancy.

**Strategy's Expected Result/Impact:** Increase in student attendance; decrease in daily tardies

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, CIS

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Strategy 2

Student attendance and tardies are monitored weekly and incentives are implemented by class and grade level.

**Strategy's Expected Result/Impact:** Increase in student attendance; decrease in daily tardies.

**Staff Responsible for Monitoring:** Principal, Assistant Principal

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 3

Through the bi-monthly newsletters and truancy preventive measures (including parent meetings and phone calls), campus administrators will inform families of the importance and the impact of chronic absenteeism on a student's learning success.

**Strategy's Expected Result/Impact:** Increase in student attendance

**Staff Responsible for Monitoring:** Principal and Assistant Principal

**TEA Priorities:** Improve low-performing schools

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Goal 4

By May 2027, LDE will increase to 80% in Trusting Relationships and School Belonging as measured by the Leader in Me Measurable Results Assessment (MRA).

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

## Strategy 1

LDE will utilize Positive Behavior Interventions & Supports (PBIS) to generate student engagement.

**Strategy's Expected Result/Impact:** Increase in attendance and engagement resulting in increased student achievement.

**Staff Responsible for Monitoring:** Principal, Assistant Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 2

Students will hold leadership roles on campus through the development of Student Action Groups.

**Strategy's Expected Result/Impact:** Increased student voice in decision-making

**Staff Responsible for Monitoring:** Lighthouse Action Group Leads

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 3

School-wide leadership assemblies will be held throughout the school year and will be student-led. The assemblies will highlight student achievement and student leadership.

**Strategy's Expected Result/Impact:** Increased student engagement and culture

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Lighthouse Coordinators

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 4

Measurable Results Assessment (MRA) will be given to 4th and 5th-grade students, all LDE staff, and families to determine the level of student engagement and campus culture in the Spring of 2027.

**Strategy's Expected Result/Impact:** To provide climate and culture perception data from students

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Lighthouse Coordinators

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

# Priority 2 Priority 2: Faculty and Staff Engagement

## Goal 1

By May 2027, LDE will retain 90% of the teaching staff for the 2027-2028 school year.

**Evaluation Data Source:** Staffing reports

### Strategy 1

LDE staff will complete an Upbeat Survey in the Fall and Spring of the 2026-2027 school year.

**Strategy's Expected Result/Impact:** Feedback will be used to gauge the organizational health the campus and work towards continuous improvement.

**Staff Responsible for Monitoring:** Principal

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Strategy 2

The campus leadership team will celebrate staff on a continual basis throughout the year.

**Strategy's Expected Result/Impact:** Increased staff morale; Increase in Upbeat survey results in the area of appreciation

**Staff Responsible for Monitoring:** Principal, Assistant Princpal

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Strategy 3

All teachers with less than 2 years of teaching experience will receive mentoring and support from a PREP Mentorship-trained mentor.

**Strategy's Expected Result/Impact:** Increase in teacher capacity and retention

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach

**TEA Priorities:** Recruit, support, retain teachers and principals

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 4 ☑ Additional Targeted Support Strategy

Teaching staff will receive professional development in Research-Based Instructional Strategies (RBIS), High-Quality Instructional Materials (Bluebonnet Reading and Bluebonnet Math) and other identified needs based on classroom walk-through and observation data.

**Strategy's Expected Result/Impact:** Increased understanding of new HQIM

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach

**Problem Statements:** Student Learning 1, 3

**TEA Priorities:** Recruit, support, retain teachers and principals

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Goal 1 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | On STAAR Mathematics, 60% of all students in grades 3-5 scored Approaches or higher. | Students are demonstrating gaps in their mathematics learning that need to be filled. Teachers need access to quality professional development and high-quality instructional materials to support the mathematics TEKS. |
| 3 | Reading: In K-5, Reading achievement remained at the 58th percentile from Fall to Spring, according to NWEA MAP Reading. | Professional Development is needed in research-based literacy practices. |

## Goal 2 ☑ High Priority

From August 2026 to May 2027, the LDE campus administration will conduct weekly classroom

walkthroughs and observations to provide teachers with intentional, specific feedback.

**Evaluation Data Source:** Walkthrough and observation data

## Strategy 1 ☑ Additional Targeted Support Strategy

LDE campus administrators will conduct walkthroughs and feedback cycles weekly.

**Strategy's Expected Result/Impact:** Data collected on areas where professional development is needed. Feedback given to teachers.

**Staff Responsible for Monitoring:** Principal, Assistant Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 2 ☑ Additional Targeted Support Strategy

LDE campus administrators will conduct observations on all required professional staff within the 2026-2027 school year.

**Strategy's Expected Result/Impact:** Data collected on areas of professional development where needed. Feedback is given to teachers.

**Staff Responsible for Monitoring:** Principals, Assistant Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

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

## Goal 1

By May 2027, LDE will increase engagement participation in parent/community communication during the 2026-2027 school year by 5%.

**Evaluation Data Source:** Parent Square, Social media analytics, newsletter analytics

### Strategy 1

LDE will share monthly campus newsletters with families.

**Strategy's Expected Result/Impact:** Increased campus communication to families

**Staff Responsible for Monitoring:** Principal

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Strategy 2

To begin building relationships with families at the start of the school year, all LDE homeroom teachers will contact all families within the first two weeks of school.

**Strategy's Expected Result/Impact:** Increased campus communication to families

**Staff Responsible for Monitoring:** Principal

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Strategy 3

LDE will utilize social media at a minimum of 3 times a week to provide up-to-date communication, including campus events, and to showcase student learning.

**Strategy's Expected Result/Impact:** Increased campus communication to families and community

**Staff Responsible for Monitoring:** Principal, Assistant Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 4

LDE will send out quarterly surveys to gather feedback/communication from parents.

**Strategy's Expected Result/Impact:** Increased communication with families

**Staff Responsible for Monitoring:** Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 5

Continue a partnership with Communities in Schools to offer support to students and their families.

**Strategy's Expected Result/Impact:** Increase in student attendance and achievement

**Staff Responsible for Monitoring:** Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

# Goal 2

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

**Evaluation Data Source:** MRA and surveys

## Strategy 1

LDE will host a family night in the fall and spring semesters, focusing on student learning.

**Strategy's Expected Result/Impact:** Increased parent engagement

**Staff Responsible for Monitoring:** Principal, Assistant Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 2

Each grade level will host an open house night and a Discovery Academy spotlight for families to attend. Students will share their leadership portfolios with their families during the open house.

**Strategy's Expected Result/Impact:** Increased parent/community engagement

**Staff Responsible for Monitoring:** Principal, Assistant Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 3

LDE will partner with the PTA during the 2026-2027 school year.

**Strategy's Expected Result/Impact:** Increased family and community engagement

**Staff Responsible for Monitoring:** Principal and Assistant Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 4

LDE will increase the participation of WATCH D.O.G.S. volunteers by creating new advertising methods and designating specific volunteer days throughout the school year.

**Strategy's Expected Result/Impact:** Increased parent engagement

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor

### Formative Reviews

**November** **January** **March** **April**

## Strategy 5

LDE will partner with the Lake Cities Fire Department during the month of October for Fire Prevention/Safety Month.

**Strategy's Expected Result/Impact:** Increased parent/community engagement. Increased fire safety awareness for students

**Staff Responsible for Monitoring:** Principal, Assistant Principal

### Formative Reviews

**November** **January** **March** **April**

## Strategy 6

LDE will partner with the Rotary Club during the 2026-2027 school year.

**Strategy's Expected Result/Impact:** Increased community engagement

**Staff Responsible for Monitoring:** Principal/Assistant Principal

### Formative Reviews

**November** **January** **March** **April**

## Strategy 7

LDE will host a Career Day where community partners will be invited to visit the campus to teach students about their careers and the skills and education needed for future success.

**Strategy's Expected Result/Impact:** Increased community engagement

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor

### Formative Reviews

**November** **January** **March** **April**

# Priority 4 Priority 4: Efficient Operations

## Goal 1

From August 2026 through May 2027, LDE will ensure a financially responsible budget is followed.

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

### Strategy 1

Develop campus budget and monitor expenditures to ensure alignment with the CIP priorities throughout the school year.

**Strategy's Expected Result/Impact:** To ensure efficient and effective use of funds

**Staff Responsible for Monitoring:** Principal

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Goal 2

From August 2026 through May 2027, LDE will implement procedures to ensure safe, secure facilities.

**Evaluation Data Source:** Audit door logs

### Strategy 1

LDE will work with the staff and campus SRO to maintain safety procedures and monthly emergency drill schedules.

**Strategy's Expected Result/Impact:** Increased campus security

**Staff Responsible for Monitoring:** Principal, Assistant Principal

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 2

LDE will implement daily door checks and campus entry procedures.

**Strategy's Expected Result/Impact:** Increased campus security

**Staff Responsible for Monitoring:** Principal, Assistant Principal, SRO

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 3

LDE will continue to implement and monitor the Say Something anonymous reporting system and the CENTEGIX Safety Platform.

**Strategy's Expected Result/Impact:** Increased  safety and security protocols

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 4

LDE will continue utilizing the Centegix safety platform.

**Strategy's Expected Result/Impact:** Increased campus safety measures

**Staff Responsible for Monitoring:** Principal and Assistant Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

# Funding Summary

# Funding Summary

## 199 State Compensatory Education (SCE)

| Priority | Goal | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 1 | 5 | Early Literacy Specialist (50%) | -- | $0.00 |
| 1 | 1 | 6 | RtI Specialist (50%) | -- | $0.00 |
| 1 | 1 | 7 | Dyslexia Specialist (25%) | -- | $0.00 |
| 1 | 1 | 7 | Dyslexia Specialist (25%) | -- | $0.00 |
| 1 | 1 | 8 | PreK Teacher (50%) | -- | $0.00 |
| 1 | 1 | 8 | PreK Teacher (50%) | -- | $0.00 |
| 1 | 1 | 8 | PreK Paraprofessional (50%) | -- | $0.00 |
| 1 | 1 | 8 | PreK Paraprofessional (50%) | -- | $0.00 |
| 1 | 1 | 9 | Summer School | -- | $0.00 |
| 1 | 2 | 3 | ESL Specialist (100%) | -- | $0.00 |
| | | | | **Sub-Total** | $0.00 |

## 211 - Title I, Part A

| Priority | Goal | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 1 | 3 | Title I Educational Aide | -- | $0.00 |
| | | | | **Sub-Total** | $0.00 |

# Lake Dallas Independent School District

# Shady Shores Elementary School

## 2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
August 26, 2026 at 07:39 PM

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# Comprehensive Needs Assessment

# Demographics

## Summary

There were approximately 620 students enrolled at SSE at the end of the 2025-2026 school year. The mobility rate has remained steady at around 9%.  Economically Disadvantaged percentage has decreased from 38% to 35% due to the district's participation in the Community Eligibility Provision (CEP).  The ELL population has increased from 12% to 13%. The special education population has increased from 25% to 28% with the amount of students qualifying for ECSE increasing compared to years past, dyslexia now falling under special education, and new students moving into the area.  The at-risk population decreased from 45% to 41%.  Student attendance stayed steady at 95.6%.  6% of the teachers are beginning teachers.

## Strengths

All staff, including teachers and paraprofessionals, have met the requirements for 'highly qualified.'

# Problem Statements Identifying Demographics Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | The attendance rate of economically disadvantaged and at-risk students is lower than the campus average. | A lack of transportation when students miss the bus, and lack of knowledge regarding chronic absenteeism and its impact on student success. |

★ = Priority

# Student Learning

## Summary

The campus utilized a variety of researched based data sources in order to monitor student progress and draw conclusions regarding student achievement. In pre-kindergarten, the campus utilized CLI to assess student progress. In grades K-2, the campus has utilized Fountas and Pinnell and TPRI to assess student progress in literacy. In grades K-5, the campus utilized NWEA MAP Growth to assess student learning in math. The RtI Team continued to focus on student success for students in the RTI process by making recommendations for a multitude of interventions. Most Tier 2 and Tier 3 interventions were put in place during Falcon Time, allowing full access to curriculum, and included the use of a Title I instructional aide for support.

**STAAR for 2025-2026**

| | 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **All** | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | |
| % at Approaches GL Standard or Above | 77% | 78% | 69% | 81% | % | 100% | % | 76% | 66% | 79% | 72% | 51% | 84% | 77% |
| % at Meets GL Standard or Above | 53% | 37% | 42% | 64% | % | 73% | % | 41% | 39% | 40% | 42% | 30% | 48% | 55% |
| % at Masters GL Standard | 25% | 20% | 16% | 33% | % | 27% | % | 11% | 15% | 16% | 18% | 9% | 20% | 24% |
| Number of Tests | | | | | | | | | | | | | | |
| # at Approaches GL Standard or Above | 424 | 36 | 125 | 224 | 0 | 11 | 0 | 28 | 197 | 46 | 137 | 89 | 21 | 323 |
| # at Meets GL Standard or Above | 293 | 17 | 76 | 177 | 0 | 8 | 0 | 15 | 116 | 23 | 79 | 52 | 12 | 228 |
| # at Masters GL Standard | 135 | 9 | 29 | 90 | 0 | 3 | 0 | 4 | 44 | 9 | 35 | 15 | 5 | 100 |
| Total Tests | 550 | 46 | 181 | 275 | 0 | 11 | 0 | 37 | 297 | 58 | 190 | 174 | 25 | 418 |
| **Reading** | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | |
| % at Approaches GL Standard or Above | 81% | 81% | 71% | 86% | % | 100% | % | 82% | 70% | 81% | 79% | 55% | 92% | 81% |
| % at Meets GL Standard or Above | 56% | 48% | 46% | 65% | % | 60% | % | 47% | 43% | 42% | 46% | 31% | 42% | 55% |
| % at Masters GL Standard | 24% | 24% | 17% | 31% | % | 20% | % | 6% | 16% | 12% | 22% | 5% | 0% | 22% |
| Number of Tests | | | | | | | | | | | | | | |
| # at Approaches GL Standard or Above | 191 | 17 | 54 | 101 | 0 | 5 | 0 | 14 | 90 | 21 | 65 | 41 | 11 | 148 |
| # at Meets GL Standard or Above | 133 | 10 | 35 | 77 | 0 | 3 | 0 | 8 | 55 | 11 | 38 | 23 | 5 | 101 |
| # at Masters GL Standard | 57 | 5 | 13 | 37 | 0 | 1 | 0 | 1 | 20 | 3 | 18 | 4 | 0 | 40 |
| Total Tests | 237 | 21 | 76 | 118 | 0 | 5 | 0 | 17 | 128 | 26 | 82 | 75 | 12 | 182 |
| **Mathematics** | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | |
| % at Approaches GL Standard or Above | 74% | 76% | 68% | 77% | % | 100% | % | 71% | 62% | 77% | 66% | 44% | 83% | 75% |
| % at Meets GL Standard or Above | 51% | 33% | 39% | 63% | % | 100% | % | 35% | 34% | 35% | 37% | 27% | 58% | 53% |
| % at Masters GL Standard | 25% | 19% | 13% | 35% | % | 40% | % | 18% | 15% | 19% | 18% | 9% | 42% | 25% |
| Number of Tests | | | | | | | | | | | | | | |
| # at Approaches GL Standard or Above | 176 | 16 | 52 | 91 | 0 | 5 | 0 | 12 | 79 | 20 | 54 | 33 | 10 | 136 |
| # at Meets GL Standard or Above | 122 | 7 | 30 | 74 | 0 | 5 | 0 | 6 | 44 | 9 | 30 | 20 | 7 | 97 |
| # at Masters GL Standard | 60 | 4 | 10 | 41 | 0 | 2 | 0 | 3 | 19 | 5 | 15 | 7 | 5 | 46 |
| Total Tests | 237 | 21 | 76 | 118 | 0 | 5 | 0 | 17 | 128 | 26 | 82 | 75 | 12 | 182 |
| **Science** | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | |
| % at Approaches GL Standard or Above | 75% | 75% | 66% | 82% | % | 100% | % | 67% | 68% | 83% | 69% | 63% | 0% | 72% |
| % at Meets GL Standard or Above | 50% | 0% | 38% | 67% | % | 0% | % | 33% | 41% | 50% | 42% | 38% | 0% | 56% |
| % at Masters GL Standard | 24% | 0% | 21% | 31% | % | 0% | % | 0% | 12% | 17% | 8% | 17% | 0% | 26% |
| Number of Tests | | | | | | | | | | | | | | |
| # at Approaches GL Standard or Above | 57 | 3 | 19 | 32 | 0 | 1 | 0 | 2 | 28 | 5 | 18 | 15 | 0 | 39 |
| # at Meets GL Standard or Above | 38 | 0 | 11 | 26 | 0 | 0 | 0 | 1 | 17 | 3 | 11 | 9 | 0 | 30 |
| # at Masters GL Standard | 18 | 0 | 6 | 12 | 0 | 0 | 0 | 0 | 5 | 1 | 2 | 4 | 0 | 14 |
| Total Tests | 76 | 4 | 29 | 39 | 0 | 1 | 0 | 3 | 41 | 6 | 26 | 24 | 1 | 54 |

## Strengths

Overall Performance in MAP

- Math: 61st to 69th median percentile in K-5th
- Reading: 64th to 70th median percentile in 2nd-5th

Increase in High Average & High students on MAP Reading & Math:

- Reading: grew from 53 to 61 overall 2nd-5th
- Math: grew from 51 to 59 overall K-5th

STAAR Performance Measures Grades 3-5:

- Grade 4 & 5, STAAR Math results showed growth in approaches, meets, and masters performance levels.
- Grade 5 STAAR Science results showed growth in approaches, meets, and masters performance levels.
- 212 students in 4th-5th grades showed 1 year of growth on STAAR, and 24 of those students showed more than 1 year of growth.

**Academic Achievement: STAAR Performance Status at Meets Grade Level or above standard**

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | High Focus | EB/EL (Current & Monitored) | Eco Dis | SpEd (Current) | SpEd (Former) | Cont Enrolled | Component Points |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Reading 2023-27 Interim** | 46 | 34 | 39 | 59 | 44 | 73 | 46 | 55 | 37 | 37 | 35 | 26 | 38 | 47 | |
| **Reading 2028-32 Next Interim** | 55 | 45 | 49 | 66 | 53 | 78 | 55 | 63 | 48 | 48 | 46 | 38 | 48 | 56 | |
| **Reading 2038 Long Term** | 73 | 67 | 70 | 80 | 72 | 87 | 73 | 78 | 69 | 69 | 68 | 63 | 69 | 74 | |
| **Reading 2025** (TEAL Data) | 63 | 50 | 48 | 72 | 53 | 100 | 54 | 86 | 45 | | | | | | |
| **Reading 2026** | 56<br>133/237 | 48<br>10/21 | 46<br>35/76 | 65<br>77/118 | | 60<br>3/5 | | 47<br>8/17 | 43<br>55/128 | 42<br>10/24 | 46<br>38/82 | 31<br>23/75 | 42<br>5/12 | 55<br>101/182 | |
| Points | 3 | 3 | 3 | - | - | - | - | - | 3 | - | - | - | - | - | 12 |
| Met Minimum Size | Yes | Yes | Yes | Yes | No | No | No | Yes | Yes | Yes | Yes | Yes | Yes | Yes | |
| **Mathematics 2023-27 Interim** | 49 | 33 | 44 | 60 | 47 | 82 | 51 | 55 | 42 | 45 | 40 | 29 | 45 | 51 | |
| **Mathematics 2028-32 Next Interim** | 58 | 44 | 53 | 67 | 56 | 85 | 59 | 63 | 52 | 54 | 50 | 41 | 54 | 59 | |
| **Mathematics 2038 Long Term** | 75 | 67 | 72 | 80 | 74 | 91 | 76 | 78 | 71 | 73 | 70 | 65 | 73 | 76 | |
| **Mathematics 2025** (TEAL Data) | 48 | 27 | 32 | 58 | 42 | 100 | 42 | 64 | 31 | | | | | | |
| **Mathematics 2026** | 51<br>122/237 | 33<br>7/21 | 39<br>30/76 | 63<br>74/118 | | 100<br>5/5 | | 35<br>6/17 | 34<br>44/128 | 33<br>8/24 | 37<br>30/82 | 27<br>20/75 | 58<br>7/12 | 53<br>97/182 | |
| Points | 3 | 3 | 2 | - | - | - | - | - | 1 | - | - | - | - | - | 9 |
| Met Minimum Size | Yes | Yes | Yes | Yes | No | No | No | Yes | Yes | Yes | Yes | Yes | Yes | Yes | |

**Student Growth**

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | High Focus | EB/EL (Current & Monitored) | Eco Dis | SpEd (Current) | SpEd (Former) | Cont Enrolled | Component Points |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Reading (2023-27) Interim** | 64 | 59 | 62 | 68 | 62 | 80 | 62 | 67 | 61 | 62 | 60 | 50 | 64 | 65 | |
| **Reading (2028-32) Next Interim** | 74 | 69 | 72 | 77 | 72 | 85 | 72 | 76 | 71 | 72 | 70 | 60 | 74 | 75 | |
| **Reading (2038) Long Term** | 94 | 89 | 92 | 95 | 92 | 95 | 92 | 95 | 91 | 92 | 90 | 80 | 94 | 95 | |
| Reading Previous Year Rate (TEAL Data) | 79 | 79 | 75 | 79 | 67 | 125 | 69 | 86 | 72 | | | | | | |
| Reading Growth Score | 74<br>109.0/148 | 100<br>8.0/8 | 77<br>35.5/46 | 74<br>60.0/81 | | 50<br>2.0/4 | | 39<br>3.5/9 | 74<br>54.5/74 | 75<br>10.5/14 | 79<br>38.0/48 | 72<br>31.8/44 | 44<br>3.5/8 | 74<br>86.3/117 | |
| Points | 3 | - | 3 | - | - | - | - | - | 3 | - | - | - | - | - | 9 |
| Met Minimum Size | Yes | No | Yes | Yes | No | No | No | No | Yes | Yes | Yes | Yes | No | Yes | |
| **Mathematics (2023-27) Interim** | 69 | 61 | 68 | 74 | 69 | 88 | 70 | 71 | 66 | 69 | 65 | 58 | 70 | 70 | |
| **Mathematics (2028-32) Next Interim** | 78 | 71 | 77 | 81 | 78 | 90 | 78 | 79 | 76 | 78 | 75 | 68 | 78 | 78 | |
| **Mathematics (2038) Long Term** | 95 | 91 | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 88 | 95 | 95 | |
| Mathematics Previous Year Rate (TEAL Data) | 63 | 65 | 55 | 67 | 63 | 125 | 63 | 82 | 59 | | | | | | |
| Mathematics Growth Score | 83<br>122.5/148 | 91<br>7.3/8 | 77<br>35.3/46 | 83<br>67.0/81 | | 106<br>4.3/4 | | 97<br>8.8/9 | 76<br>56.0/74 | 84<br>11.8/14 | 74<br>35.5/48 | 69<br>30.3/44 | 81<br>6.5/8 | 86<br>100.5/117 | |
| Points | 3 | - | 3 | - | - | - | - | - | 3 | - | - | - | - | - | 9 |
| Met Minimum Size | Yes | No | Yes | Yes | No | No | No | No | Yes | Yes | Yes | Yes | No | Yes | |

# Problem Statements Identifying Student Learning Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | Reading 3rd: Limited growth in Special Education, Emergent Bilingual, and Economically Disadvantaged students. | Need to increase targeted classroom and academic differentiation strategies. |
| 2 ★ | Mathematics 3rd: Limited growth for Special Education, Emergent Bilingual, and Economically Disadvantaged students. | Significant gaps in foundational math skills. |
| 3 | Science: 50% of 5th grade students performed at the meets level on STAAR. | Students lack science vocabulary knowledge, and need more opportunities for writing and hands-on experiments in science. |
| 4 ★ | The attendance rate of economically disadvantaged and at-risk students is lower than the campus average. | A lack of transportation when students miss the bus, and lack of knowledge regarding chronic absenteeism and its impact on student success. |

★ = Priority

# School Processes & Programs

## Summary

The district and campus continued the use of the TCMPC. Pre-kindergarten students are assessed using CLI three times a year. Kindergarten students are assessed at beginning of the year using the Kindergarten Progress Monitoring Assessment. First and second grade students will be assessed through TPRI at the beginning of the year and at the end of the year. All students in grades K-5 take the NWEA MAP Growth assessment in math three times during the year, and 1-5 will take the NWEA MAP Growth assessment in reading.

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

Adjustments were made to the master schedule to lessen transitions and create protected instructional blocks of time for math, reading, writing, phonics/foundational skills, and science.

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 2026-2027 school year.

## Strengths

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

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

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

# Perceptions

## Summary

Students in grades PK-1 and 3rd have higher rates of discipline data reflective of behavior challenges.  Students showed on the Measurable Results Assessment (Leader in Me survey) that they believe they are provided with schoolwide and classroom opportunities that involve them in decision-making and grow their leadership competence. District check-in surveys were given out monthly to families for feedback.  Upbeat surveys are administered to staff two times a year to assess the culture and climate of the school.

## Strengths

Leader in Me Measurable Results Assessment surveys students and staff for climate and culture data. Students reported positively in the areas of Personal Development, Positive Well-Being, Interpersonal Development, Student Empowerment, Trusted Relationships, and Social Supports. Staff reported positively in the areas of Personal Effectiveness, Interpersonal Effectiveness, Student Goal Support, Staff Voice, and Collective Efficacy.

# Problem Statements Identifying Perceptions Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Student discipline remained higher in grades PK-1 and 3rd compared to other grade levels. | Students need extra support with behavior foundations and coping skills. |

★ = Priority

# Priority Problem Statements

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | Reading 3rd: Limited growth in Special Education, Emergent Bilingual, and Economically Disadvantaged students. | Need to increase targeted classroom and academic differentiation strategies. |
| 2 ★ | Mathematics 3rd: Limited growth for Special Education, Emergent Bilingual, and Economically Disadvantaged students. | Significant gaps in foundational math skills. |
| 3 ★ | The attendance rate of economically disadvantaged and at-risk students is lower than the campus average. | A lack of transportation when students miss the bus, and lack of knowledge regarding chronic absenteeism and its impact on student success. |

★ = Priority

# Priorities

# Priority 1 Priority 1: Student Success

## Goal 1

By May 2027, SSE students will increase achievement in  Math, Reading, and Science by 5%.

**Evaluation Data Source:** Spring 2027 MAP Growth Assessment Report for Math
Spring 2027 F&P data in Eduphoria for Reading

### Strategy 1

Professional Learning Communities (PLC) teams will meet weekly to clarify the essential learning and build shared knowledge for each unit to create a guaranteed and viable curriculum for all SSE students.

**Strategy's Expected Result/Impact:** Increase in teacher capacity and student achievement

**Staff Responsible for Monitoring:** Principal, Assistant Principal, and Instructional Coach

**Title I:** 2.5.2

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Strategy 2

Each grade level PLC team will utilize Common Formative Assessments and Summative Assessments to routinely monitor students' mastery of the TEKS in the areas of reading, math, and science.

**Strategy's Expected Result/Impact:** Increase in student achievement

**Staff Responsible for Monitoring:** Principal, Assistant Principal, and Instructional Coach

**Problem Statements:**  Student Learning 1, 2

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 3

SSE teachers will create intervention and extension groups based on Common Formative Assessment data to provide targeted instruction to meet the needs of all students.

**Strategy's Expected Result/Impact:** Increased student achievement

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, Team Leads

**Funding Sources:** Title I Educational Aide (100%) 211 - Title I, Part A,

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 4

SSE teachers will identify students as At-Risk based on criteria and will provide targeted instruction to students to ensure academic success.

**Strategy's Expected Result/Impact:** Increased student achievement

**Staff Responsible for Monitoring:** Principal, Assistant Principal, and Instructional Coach

**Problem Statements:** Student Learning 1, 2

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 5

SSE will have a Literacy Teacher provide targeted intervention and literacy support for students in grades K-5.

**Strategy's Expected Result/Impact:** Increased student achievement

**Staff Responsible for Monitoring:** Principal, Assistant Principal, and Instructional Coach

**Problem Statements:** Student Learning 1

**Funding Sources:** Reading Specialist (100%) 199 State Compensatory Education (SCE),

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 6

SSE will provide an RtI/MTSS Teacher on the campus for supporting with progress monitoring and student instructional support and interventions.

**Strategy's Expected Result/Impact:** Increased student achievement

**Staff Responsible for Monitoring:** Principal

**Funding Sources:** RtI Specialist (50%) 199 State Compensatory Education (SCE),

**Title I:** 2.5.1, 2.5.2, 2.5.3

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 7

SSE will provide dyslexia trained teachers and MTA-trained special education teachers to support students identified with dyslexia.

**Strategy's Expected Result/Impact:** Increased student achievement

**Staff Responsible for Monitoring:** Principal

**Problem Statements:** Student Learning 1

**Funding Sources:** Dyslexia Teacher (25%) 199 State Compensatory Education (SCE), , Dyslexia Teacher (25%) 199 State Compensatory Education (SCE),

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 8

SSE will offer full day pre-kindergarten for the 2026-2027 school year for three and four year olds.

**Strategy's Expected Result/Impact:** Increased kindergarten readiness

**Staff Responsible for Monitoring:** Principal

**Funding Sources:** Pre-Kindergarten Aide (50%) 199- State Pre-K, , Pre-Kindergarten Aide (50%) 199- Early Education Allotment, , Pre-Kindergarten Teacher (50%) 199- State Pre-K, , Pre-Kindergarten Teacher (100%) 199- Early Education Allotment,

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 9

Provide summer programming to meet students' needs for accelerated instruction.

**Strategy's Expected Result/Impact:** increased student achievement

**Staff Responsible for Monitoring:** Executive Director of Curriculum & Instruction

**Problem Statements:** Student Learning 1, 2

**Funding Sources:** Summer School 199 State Compensatory Education (SCE),

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Goal 1 Problem Statements Identifying Student Learning

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

## Goal 2

By May 2027, the percentage of Emergent Bilingual students who advance at least one proficiency level as measured by 2027 TELPAS will increase by 5%.

**Evaluation Data Source:** TELPAS 2027 report

### Strategy 1

Emergent bilingual students will utilize K12 Summit twice a week for 20-30 minutes.

**Strategy's Expected Result/Impact:** Increased student English language acquisition

**Staff Responsible for Monitoring:** Principal, Assistant Principal, ESL Specialist

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Strategy 2

SSE will have an ESL Teacher provide targeted language acquisition support for students in grades K-5.

**Strategy's Expected Result/Impact:** Increased student English language acquisition

**Staff Responsible for Monitoring:** Principal, Assistant Principal, ESL Specialist

**Funding Sources:** ESL Specialist (100%) 199 State Compensatory Education (SCE),

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Goal 3

By May 2027, SSE will increase the student attendance rate to 96.5% and reduce chronic absenteeism through proactive monitoring, family communication, and targeted interventions.

**Evaluation Data Source:** Campus Attendance Reports in Skyward

## Strategy 1

The campus attendance team will meet monthly to review student attendance, academic, and behavior data to identify trends, monitor students at risk of chronic absenteeism, and determine appropriate interventions and supports.

**Strategy's Expected Result/Impact:** Increase in student attendance

**Staff Responsible for Monitoring:** Assistant Principal

**Problem Statements:** Demographics 1 - Student Learning 4

**Title I:** 2.5.2, 2.5.3

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 2

Weekly attendance information will be shared through the campus newsletter to provide families with practical strategies for maintaining consistent attendance and information regarding the impact of chronic absenteeism on student academic achievement, behavior, and overall school success.

**Strategy's Expected Result/Impact:** Increase family awareness of the importance of regular attendance and strengthen
family engagement in preventing chronic absenteeism.

**Staff Responsible for Monitoring:** Assistant Principal

**Problem Statements:** Demographics 1 - Student Learning 4

**Title I:** 2.5.2, 2.5.3

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 3

The campus will conduct monthly family outreach through phone calls and written attendance notifications for students demonstrating attendance concerns. Communication will provide families with current attendance information, explain truancy requirements, identify barriers to regular attendance, and connect families with appropriate campus supports when needed.

**Strategy's Expected Result/Impact:** Increase student attendance, improve family awareness of attendance and truancy requirements, and reduce the number of students progressing toward chronic absenteeism and truancy concerns.

**Staff Responsible for Monitoring:** Assistant Principal

**Problem Statements:** Demographics 1 - Student Learning 4

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 4

Campus administration will maintain a visual display of grade-level attendance rates in the Main Street hallway. Attendance data will be updated weekly to reflect each grade level's progress throughout the month. At the end of each month, the grade level with the highest overall attendance rate will be recognized and provided an attendance incentive or reward.

**Strategy's Expected Result/Impact:** Increase student attendance by creating a visible and engaging system for monitoring grade-level attendance progress. The strategy will also increase staff and student awareness of attendance trends, promote shared accountability, and encourage positive competition among grade levels in support of the campus attendance goal.

**Staff Responsible for Monitoring:** Assistant Principal

**Title I:** 2.5.2, 2.5.3

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Goal 3 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | The attendance rate of economically disadvantaged and at-risk students is lower than the campus average. | A lack of transportation when students miss the bus, and lack of knowledge regarding chronic absenteeism and its impact on student success. |

### Goal 3 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 4 | The attendance rate of economically disadvantaged and at-risk students is lower than the campus average. | A lack of transportation when students miss the bus, and lack of knowledge regarding chronic absenteeism and its impact on student success. |

## Goal 4

By May 2027, SSE will increase to 80% in School Belonging and Student Goals as measured by the Leader in Me Measurable Results Assessment (MRA).

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

### Strategy 1

Measurable Results Assessment (MRA) will be given to 4th and 5th grade students, all SSE staff, and families to determine the level of student engagement and campus culture in the spring of 2027.

**Strategy's Expected Result/Impact:** To provide climate and culture perception data from students

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Lighthouse Coordinators

**Title I:** 2.5.2

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Strategy 2

SSE will implement Wildly Important Goals (WIG), for school, grade level, and class goals that are aligned, during the Leadership Block to teach students how to set, track, and celebrate their goals.

**Strategy's Expected Result/Impact:** Increased student understanding of goal setting

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Lighthouse Coordinators

**Title I:** 2.5.2

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 3

SSE teachers and staff will receive professional development in how to support students in being confident in their ability to set and achieve their goals.

**Strategy's Expected Result/Impact:** Increased teacher and staff knowledge, MRA results show improvement in student goals support

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Lighthouse Team

**Title I:** 2.5.2

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 4

School-wide leadership assemblies will be held every nine weeks and will be student-led. The assemblies will highlight student achievement, student leadership, and celebrations of goal achievement.

**Strategy's Expected Result/Impact:** Increased student engagement and culture

**Staff Responsible for Monitoring:** Principal, Assistant Principal, and Lighthouse Coordinators

**Title I:** 2.5.2, 2.5.3

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 5

SSE will continue to implement a Student Lighthouse Team made up of student leaders that will meet regularly throughout the school year with a focus on improving leadership, culture, and academics on the campus.

**Strategy's Expected Result/Impact:** Increased student voice in decision-making

**Staff Responsible for Monitoring:** Principal, Assistant Principal, and Lighthouse Coordinators

**Title I:** 2.5.2

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

# Priority 2 Priority 2: Faculty and Staff Engagement

## Goal 1

By May 2027, SSE will retain 90% of the teaching staff for the 2027-2028 school year.

**Evaluation Data Source:** Staffing reports

### Strategy 1

SSE staff will complete an Upbeat Survey in the Fall and Spring of the 2026-2027 school year.

**Strategy's Expected Result/Impact:** Feedback will be used to gauge the organizational health of the campus and work towards continuous improvement.

**Staff Responsible for Monitoring:** Principal

**Title I:**

**TEA Priorities:** Recruit, support, retain teachers and principals

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Strategy 2

The Leader in Me action team, Create a Leadership Environment, will provide a monthly staff morale booster.

**Strategy's Expected Result/Impact:** Increase in Upbeat survey results in the area of appreciation

**Staff Responsible for Monitoring:** Lighthouse Coordinators

**Title I:**

**TEA Priorities:** Recruit, support, retain teachers and principals

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 3

All teachers with less than 2 years of teaching experience will receive mentoring and support from a PREP Mentorship-trained mentor.

**Strategy's Expected Result/Impact:** Increase in teacher capacity and retention

**Staff Responsible for Monitoring:** Principal, Assistant Principal, and Instructional Coach

**Title I:**

**TEA Priorities:** Recruit, support, retain teachers and principals

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 4

All teachers with less than 2 years of teaching experience or new to the campus will receive support through monthly campus support meetings led by the campus instructional leadership team.

**Strategy's Expected Result/Impact:** Increase in teacher support as measured on Upbeat survey

**Staff Responsible for Monitoring:** Instructional Coach

**Title I:**

**TEA Priorities:** Recruit, support, retain teachers and principals

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

# Goal 2

By May 2027, campus administrators will conduct regular instructional observations and provide timely, actionable feedback to 100% of instructional staff, using observation data to identify individual and campus-wide professional development needs and develop targeted professional learning.

**Evaluation Data Source:** Observation data in the Instructional Insights App and campus calendar of professional development training

## Strategy 1

SSE campus administrators will receive observation and feedback training from ESC XI.

**Strategy's Expected Result/Impact:** Effective observation and feedback cycles aligned to Research Based Instructional Strategies and the HQIM

**Staff Responsible for Monitoring:** Principal, Assistant Principal

**Title I:**

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 2

SSE campus administrators will conduct weekly observation and feedback cycles, using the Instructional Insights App.

**Strategy's Expected Result/Impact:** Data collected on areas professional development is needed. Feedback given to teachers.

**Staff Responsible for Monitoring:** Principal, Assistant Principal

**Title I:**

**TEA Priorities:** Recruit, support, retain teachers and principals

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 3

SSE campus administrators and the instructional coach will analyze observation data weekly in Campus Leadership Team meetings to identify trends and develop targeted professional learning.

**Strategy's Expected Result/Impact:** Increase in student achievement

**Staff Responsible for Monitoring:** Principal and Assistant Principal

**ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 4

Teaching staff will receive professional development in Bluebonnet Learning, Apple, and other identified needs based on classroom walk-through and observation data.

**Strategy's Expected Result/Impact:** Increased understanding of new HQIM

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach

**Title I:**

**TEA Priorities:** Recruit, support, retain teachers and principals

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 5

SSE campus administrators will conduct observations on all required professional staff within the 2026- 2027 school year.

**Strategy's Expected Result/Impact:** Data collected on areas professional development is needed. Feedback given to teachers.

**Staff Responsible for Monitoring:** Principal and Assistant Principal

**Title I:**

**TEA Priorities:** Recruit, support, retain teachers and principals

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

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

## Goal 1

By May 2027, SSE will increase engagement participation in parent/community communication during the 2026-2027 school year by 5%.

**Evaluation Data Source:** Parent Square and Social media analytics

### Strategy 1

SSE will share monthly campus newsletters with families.

**Strategy's Expected Result/Impact:** Increased campus communication to families

**Staff Responsible for Monitoring:** Principal

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Strategy 2

To begin building relationships with families at the start of the school year, all SSE homeroom teachers will contact all families within the first two weeks of school.

**Strategy's Expected Result/Impact:** Increased campus communication to families

**Staff Responsible for Monitoring:** Principal

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Strategy 3

SSE will utilize social media at a minimum of 3 times a week to provide up-to-date communication, including campus events, and showcase student learning.

**Strategy's Expected Result/Impact:** Increased campus communication to families and community

**Staff Responsible for Monitoring:** Principal and Assistant Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 4

SSE will send out quarterly Family Surveys to gather feedback/communication from parents.

**Strategy's Expected Result/Impact:** Increased communication with families

**Staff Responsible for Monitoring:** Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 5

Continue a partnership with Communities in Schools to offer support to students and their families.

**Strategy's Expected Result/Impact:** Increase in student attendance and achievement

**Staff Responsible for Monitoring:** Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

# Goal 2

By May 2027, SSE will increase the Measurable Results Assessment (MRA) percentage in family and community engagement by 5%.

**Evaluation Data Source:** MRA and Possip surveys

## Strategy 1

SSE will host a family night in the fall and spring semesters with focuses on student learning.

**Strategy's Expected Result/Impact:** Increased parent engagement

**Staff Responsible for Monitoring:** Principal and Assistant Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 2

Each grade level will host an open house night and a Discovery Academy spotlight for families to attend. Students will share their leadership portfolios with their families during the open house.

**Strategy's Expected Result/Impact:** Increased parent/community engagement

**Staff Responsible for Monitoring:** Principal and Assistant Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 3

SSE will increase volunteer participation by partnering with PTA for Dudes at the Doors.

**Strategy's Expected Result/Impact:** Increased parent engagement

**Staff Responsible for Monitoring:** Principal and Assistant Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 4

SSE will partner with the Lake Cities Fire Department during the month of October for Fire Prevention/Safety Month.

**Strategy's Expected Result/Impact:** Increased community engagement, Increased fire safety awareness for students

**Staff Responsible for Monitoring:** Principal and Assistant Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 5

SSE will partner with the Rotary Club during the 2026-2027 school year.

**Strategy's Expected Result/Impact:** Increased community engagement

**Staff Responsible for Monitoring:** Principal and Assistant Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 6

SSE will host a Leadership Day where community partners will be invited to visit the campus and learn about our student leadership.

**Strategy's Expected Result/Impact:** Increased community engagement

**Staff Responsible for Monitoring:** Principal and Assistant Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 7

SSE will celebrate the 100th day of school with designated grade level times for families to visit their child's classroom and for their child to share their individual goals and progress.

**Staff Responsible for Monitoring:** Principal and Assistant Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

# Priority 4 Priority 4: Efficient Operations

## Goal 1

From August 2026 through May 2027, SSE will ensure a financially responsible budget is followed.

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

### Strategy 1

Develop campus budget and monitor expenditures to ensure alignment with the CIP priorities throughout the school year.

**Strategy's Expected Result/Impact:** To ensure efficient and effective use of funds

**Staff Responsible for Monitoring:** Principal

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Goal 2

From August 2026 through May 2027, SSE will implement procedures to ensure safe, secure facilities.

**Evaluation Data Source:** Audit doors logs

### Strategy 1

SSE will implement daily door checks and campus entry procedures.

**Strategy's Expected Result/Impact:** Increased campus security

**Staff Responsible for Monitoring:** Principal and Assistant Principal

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 2

SSE will work with the staff and campus SRO to maintain safety procedures and monthly emergency drill schedules.

**Strategy's Expected Result/Impact:** increase campus security

**Staff Responsible for Monitoring:** Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 3

Continue to implement the Say Something anonymous reporting system.

**Staff Responsible for Monitoring:** Principal and Assistant Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 4

SSE will continue utilizing the Centegix safety platform.

**Staff Responsible for Monitoring:** Principal and Assistant Principal

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

# Title I Summary

# Title I Personnel

| Name | Position | Program | FTE |
|---|---|---|---|
| Kelsey Gonzalez | Title I Aide | | 1 |

# Funding Summary

# Funding Summary

## 199 State Compensatory Education (SCE)

| Priority | Goal | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 1 | 5 | Reading Specialist (100%) | -- | $0.00 |
| 1 | 1 | 6 | RtI Specialist (50%) | -- | $0.00 |
| 1 | 1 | 7 | Dyslexia Teacher (25%) | -- | $0.00 |
| 1 | 1 | 7 | Dyslexia Teacher (25%) | -- | $0.00 |
| 1 | 1 | 9 | Summer School | -- | $0.00 |
| 1 | 2 | 2 | ESL Specialist (100%) | -- | $0.00 |
| | | | | **Sub-Total** | $0.00 |

## 211 - Title I, Part A

| Priority | Goal | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 1 | 3 | Title I Educational Aide (100%) | -- | $0.00 |
| | | | | **Sub-Total** | $0.00 |

## 199- State Pre-K

| Priority | Goal | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 1 | 8 | Pre-Kindergarten Aide (50%) | -- | $0.00 |
| 1 | 1 | 8 | Pre-Kindergarten Teacher (50%) | -- | $0.00 |
| | | | | **Sub-Total** | $0.00 |

## 199- Early Education Allotment

| Priority | Goal | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 1 | 8 | Pre-Kindergarten Aide (50%) | -- | $0.00 |
| 1 | 1 | 8 | Pre-Kindergarten Teacher (100%) | -- | $0.00 |
| | | | | **Sub-Total** | $0.00 |

# Lake Dallas Independent School District

# Lake Dallas Middle School

## 2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
August 26, 2026 at 07:40 PM

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# Comprehensive Needs Assessment

# Demographics

## Summary

**Lake Dallas Middle School Demographics Summary**

Lake Dallas Middle School (LDMS) is the only middle school in Lake Dallas ISD, serving students in grades 6–8 from the communities of Lake Dallas, Corinth, Shady Shores, and Hickory Creek. According to the 2024–2025 Texas Academic Performance Report (TAPR), LDMS serves **843 students**, including 279 sixth-grade students, 274 seventh-grade students, and 290 eighth-grade students.

The campus mobility rate for 2023–2024 was **8.8%**, compared with 9.4% for the district and 16.4% for the state. Student attrition was 9.7%, also below both the district and state rates.

**Title I Status & Student Demographics**

The 2026–2027 school year marks LDMS's **15th consecutive year as a Title I Schoolwide campus**. The TAPR identifies 100% of LDMS students as served through Title I.

LDMS continues to serve a diverse student population:

- **Economically Disadvantaged:** 41.4% (349 students)
- **Emergent Bilingual (EB):** 14.4% (121 students)
- **At-Risk:** 40.9% (345 students)
- **Bilingual/ESL Education:** 13.9% (117 students)

The percentage of economically disadvantaged students is similar to the district rate of 40.4% but remains substantially below the state rate of 60.5%. The EB population is also similar to the district rate of 14.9% but below the state rate of 24.3%.

**Gender**

- **Female:** 49.3% (416 students)
- **Male:** 50.7% (427 students)

**Ethnicity & Race**

- **White:** 43.9% (370 students)
- **Hispanic:** 36.3% (306 students)
- **Black/African American:** 10.6% (89 students)
- **Two or More Races:** 5.7% (48 students)
- **Asian:** 3.2% (27 students)
- **American Indian/Alaskan Native:** 0.4% (3 students)
- **Native Hawaiian/Pacific Islander:** 0.0%

**Special Populations & Programs**

LDMS serves a significant number of students receiving specialized services and supports:

- **Special Education:** 17.9% (151 students), compared with 16.7% districtwide and 15.3% statewide
- **Section 504:** 21.0% (177 students), compared with 15.2% districtwide and 6.8% statewide

- **Dyslexia:** 17.7% (149 students), compared with 11.7% districtwide and 6.4% statewide
- **Gifted & Talented:** 8.4% (71 students)
- **At-Risk:** 40.9% (345 students)
- **Foster Care:** 0.1% (1 student)
- **Homeless:** 0.1% (1 student)
- **Immigrant:** 2.0% (17 students)
- **Military Connected:** 0.8% (7 students)

Of the 151 students receiving Special Education services, TAPR disability groupings identify **58.3% with intellectual disabilities, 19.9% with behavioral disabilities, 17.2% with autism, and 4.6% with physical disabilities**.

**Staffing**

LDMS employs **83.9 full-time equivalent staff members**, including 61.8 FTE teachers, 4.4 professional support staff, 5.0 campus administrators, and 12.7 educational aides. The campus also has two full-time counselors and one part-time librarian.

Teachers average **9.5 years of experience**, compared with 12.4 years across Lake Dallas ISD and 11.2 years statewide. Beginning teachers account for 7.0% of the teaching staff. The campus has approximately **13.6 students per teacher**, compared with 13.9 districtwide and 15.0 statewide.
The teaching staff is:

- **85.4% White**
- **7.8% African American**
- **5.2% Hispanic**
- **1.6% Asian**
- **61.9% female**
- **38.1% male**

**Attendance**

The 2024–2025 student attendance rate was **94.6%**, slightly above the district rate of 94.5% and the state rate of 93.9%. Chronic absenteeism was **13.9%**, compared with 13.5% districtwide and 18.0% statewide.

**Student Involvement**

Student participation in extracurricular and co-curricular opportunities remains an important component of the LDMS experience. Students have opportunities to participate in:

- Athletics
- Fine Arts, including Band, Choir, and Theatre
- Robotics
- Academic UIL
- National Junior Honor Society
- Student Council
- 4-H

These opportunities support student engagement, leadership development, academic enrichment, and school connectedness. Additionally, **501 students, or 59.4% of the student population, participated in Career and Technical Education (CTE)** during the TAPR reporting year, exceeding both the district rate of 46.9% and state rate of 27.7%.

**Discipline**

Discipline data from the **2025–2026 school year** show:

- **In-School Suspension (ISS): 288**
- **Out-of-School Suspension (OSS): 44**
- **DAEP Placements: 9**

The most frequently reported disciplinary offenses included inappropriate contact with another student, skipping, cell phone violations, assault/fighting, and vaping/THC-related offenses.

Discipline data also indicate that **79 students receiving Special Education services** and **54 students receiving Section 504 services** were represented in disciplinary incidents. Among students receiving Special Education services, the most frequently reported offenses included inappropriate contact with another student, horseplay/scuffling/running, and skipping. For students receiving Section 504 services, common offenses included inappropriate contact with another student, skipping, and class disruption.

Disciplinary offenses varied by grade level, with **136 offenses among eighth-grade students, 99 among sixth-grade students, and 78 among seventh-grade students**. Male students accounted for **227 offenses**, compared with **86 offenses involving female students**. The data indicate a need to continue monitoring disciplinary patterns by grade level and student group while strengthening proactive behavior supports and consistent implementation of campuswide expectations.

**Community Partnerships**

LDMS continues its partnership with **Communities In Schools (CIS)**, which provides a School Program Manager on campus. Through this partnership, students and families have access to additional academic, behavioral, social-emotional, and family supports. CIS remains an important component of the campus's efforts to remove barriers to student success and connect students and families with needed resources.

**Demographic Implications for Campus Planning**

The demographic profile of LDMS reflects several considerations that will continue to inform campus improvement efforts. The campus serves substantial populations of students receiving Special Education, Section 504, dyslexia, EB/ESL, and at-risk services. In particular, the percentages of students receiving **Section 504 and dyslexia services are considerably higher than district and state averages**, while the Special Education population also exceeds both comparison groups.

At the same time, LDMS maintains an attendance rate above the state average, a mobility rate substantially below the state average, and broad student participation in CTE and extracurricular opportunities. Continued emphasis on high-quality Tier I instruction, targeted intervention, student engagement, consistent behavioral expectations, and coordinated academic and social-emotional supports will be essential to meeting the needs of the campus's diverse student population.

# Strengths

**Demographics Strengths**

**Diverse Student Population**

- LDMS serves a diverse student population: **43.9% White, 36.3% Hispanic, 10.6% Black/African American, 5.7% Two or More Races, and 3.2% Asian**.

**Strong Identification and Support of Special Populations**

- LDMS serves significant populations of students receiving specialized supports, including **21.0% Section 504, 17.9% Special Education, 17.7% Dyslexia, and 14.4% Emergent Bilingual**.
- Identification of these student populations allows the campus to provide targeted services and supports based on student needs.

**Student Stability**

- LDMS has a **mobility rate of 8.8%**, lower than both the district rate of 9.4% and the state rate of 16.4%.
- Lower student mobility provides greater continuity in instruction, interventions, and relationship-building.

**Full Participation in Title I Schoolwide Program**

- **100% of LDMS students are served through the Title I Schoolwide program**, allowing campus resources, interventions, and instructional supports to benefit all students.

# Problem Statements Identifying Demographics Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | Student attendance remains below the campus target, with persistent and excessive absences limiting some students' consistent access to instruction. | Attendance data indicate that barriers to consistent attendance vary by student and family, requiring earlier identification, consistent monitoring, family communication, and individualized intervention to address attendance concerns before they become chronic. |
| 2 ★ | Persistent achievement and growth gaps exist among student groups, particularly Economically Disadvantaged, Emergent Bilingual, and students receiving Special Education services. | Students within identified special populations have not consistently received the differentiated instructional supports, scaffolds, accommodations, and targeted interventions necessary to access and master grade-level content. |
| 3 ★ | By May 2027, LDMS will reduce student disciplinary incidents by 5% while ensuring consistent and equitable implementation of campuswide behavior expectations and discipline practices. | Discipline referral data, ISS/OSS data, PBIS Rewards data, discipline data disaggregated by student group |

★ = Priority

# Student Learning

## Summary

**Academic Performance & Growth**

Lake Dallas Middle School uses multiple measures of student learning, including **STAAR, STAAR Interim Assessments, NWEA MAP Growth, Common Formative Assessments (CFAs), and classroom performance data**. Student-level progress is monitored throughout the year to identify students requiring intervention, acceleration, or enrichment.

Spring 2026 STAAR results demonstrate varied performance across grade levels and content areas:

- **6th Grade Reading:** 68.73% Approaches, 47.88% Meets, and 20.46% Masters.
- **7th Grade Reading:** 68.63% Approaches, 44.65% Meets, and 24.72% Masters.
- **8th Grade Reading:** 85.14% Approaches, 58.23% Meets, and 27.31% Masters.
- **6th Grade Math:** 64.09% Approaches, 24.32% Meets, and 5.79% Masters.
- **7th Grade Math:** 25.14% Approaches, 5.59% Meets, and 0.56% Masters.
- **8th Grade Math:** 74.72% Approaches, 39.41% Meets, and 7.81% Masters.
- **8th Grade Social Studies:** 61.45% Approaches, 37.75% Meets, and 18.07% Masters.

Reading continues to outperform Math overall, with **8th Grade Reading representing a particular strength**. Math performance remains an area requiring significant attention, particularly in **7th Grade Math**, where approximately three-fourths of students did not reach the Approaches standard. The three-year data also show declining 6th-grade Math performance, from 81.6% Approaches in 2023–24 to 69.03% in 2024–25 and 64.09% in 2025–26.

**Progress Monitoring & Data-Driven Instruction**

LDMS maintains a comprehensive student-level progress-monitoring system that brings together **STAAR, MAP Growth, STAAR Interim, CFA, intervention tier, special program, and teacher data**. The system allows teachers and campus leaders to identify individual students' needs and connect students with specific academic and behavioral supports. The campus monitoring tool includes Math and ELAR intervention tiers as well as supports for Dyslexia, Emergent Bilingual students, Special Education, Title I, and CIS.

NWEA MAP Growth is administered throughout the year in Reading and Math, with Science assessment also used to monitor student performance. Spring MAP data indicate that **72% of students were projected at Approaches or higher in Reading compared with 57% in Math**. However, campuswide MAP results declined from fall to spring in both areas, with the percentage projected Did Not Meet increasing from 20% to 28% in Reading and from 33% to 43% in Math.

These results reinforce the need to use multiple data sources rather than relying on a single assessment and to strengthen the connection between progress-monitoring results and instructional response.

**Intervention, Acceleration & Enrichment**

LDMS provides a dedicated **Falcon Time** block for accelerated instruction, intervention, enrichment, and targeted student support. Student performance across multiple data sources is used to determine intervention needs and instructional groupings.

For 2026–2027, Falcon Time is structured to provide students with targeted **Reading and Math accelerated instruction**, study hall, intervention, and enrichment opportunities. Students identified for Emergent Bilingual support also receive targeted language-development support through Summit K12. Before-school accelerated instruction provides an additional opportunity for students requiring intensive academic support.

Core content PLCs use student data to answer the four PLC questions, particularly:

**What will we do when students have not learned it?**
**What will we do when students already know it?**

This structure is intended to strengthen the connection among Tier 1 instruction, formative assessment, intervention, and enrichment.

**Special Populations & Achievement Gaps**

Student-level data are disaggregated by **Economic Disadvantage, At-Risk, Special Education, Section 504, Emergent Bilingual, and Gifted and Talented status**, allowing the campus to monitor both overall achievement and the performance of individual student groups.

Achievement gaps among student groups remain an area of focus for LDMS, particularly for students receiving **Special Education and Emergent Bilingual services and students identified as Economically Disadvantaged**. The campus will continue to strengthen the connection between identification of student need and the **specific instructional response provided to each student**, including differentiated Tier 1 instruction, accelerated instruction, inclusion support, language acquisition support, and targeted intervention.

**Collaborative Planning & Instructional Response**

A major focus for 2026–2027 is strengthening the instructional response to student-learning data. Core content teachers participate in common PLC structures to analyze standards, assessment results, student work, and intervention needs.

**ELAR and Math teachers will also participate in periodic half-day collaborative planning sessions** to internalize upcoming lessons, examine student work, analyze assessment data, and plan targeted intervention and enrichment. This additional planning time is designed to move the campus beyond simply identifying which students are struggling toward determining **why students have not mastered specific concepts and what instructional response is needed next**.

**Advanced Learning & College, Career, and Military Readiness Foundations**

LDMS provides advanced academic and enrichment opportunities designed to prepare students for success in high school and future CCMR pathways. Students may participate in **Algebra I for high school credit**, advanced coursework, CTE courses, Academic UIL, Robotics, fine arts, and other academic and leadership opportunities.

The campus will continue to identify students demonstrating early mastery and provide **enrichment and acceleration**, while also expanding access to rigorous learning opportunities for students who demonstrate readiness.

**Student Learning Focus for 2026–2027**

Overall student-learning data demonstrate areas of strength in **Reading, particularly 8th Grade Reading**, while identifying **Math as the campus's most significant academic area for improvement, with an urgent need in 7th Grade Math**. The data also indicate a continued need to improve performance for special populations and ensure that intervention systems result in measurable student growth.

For 2026–2027, LDMS will prioritize **strong Tier 1 instruction, lesson internalization, frequent formative assessment, student discourse, aggressive monitoring, targeted accelerated instruction, and consistent PLC data analysis**. Progress will be monitored throughout the year using MAP Growth, CFAs, STAAR Interim assessments, classroom evidence, and student-level progress-monitoring data to ensure instructional adjustments occur throughout the year rather than after summative assessment results are received.

# Strengths

**Strong Reading Performance**

- Reading continues to be a **campus strength**, highlighted by strong 8th Grade Reading performance, with **85.14% of students achieving Approaches, 58.23% Meets, and 27.31% Masters**.
- Reading performance across grade levels provides a strong foundation for continued growth and increased achievement at the Meets and Masters levels.

**Strong 8th Grade Academic Performance**

- Eighth-grade students demonstrated strong performance in multiple content areas, including **85.14% Approaches in Reading, 74.72% Approaches in Math, and 61.45% Approaches in Social Studies**.
- These results demonstrate students' ability to successfully engage with rigorous, grade-level content as they prepare to transition to high school.

**Comprehensive Student Progress Monitoring**

- LDMS utilizes multiple measures of student learning, including **STAAR, NWEA MAP Growth, STAAR Interim Assessments, CFAs, student work, and classroom performance data**.
- Student-level progress monitoring allows teachers and campus leaders to identify individual strengths and learning needs and plan targeted instructional responses.

**Structured Intervention, Acceleration & Enrichment**

- **Falcon Time** provides dedicated time within the school day for accelerated instruction, targeted intervention, enrichment, and additional academic support.
- Student data are used to identify needs and provide targeted support, creating a direct connection between assessment, PLC planning, and instructional response.

**Collaborative Focus on Student Learning**

- PLC structures provide teachers with dedicated opportunities to analyze standards, student work, assessment results, and individual student needs.
- Periodic **half-day collaborative planning for ELAR and Math** provides additional time for lesson internalization, analysis of student work and data, and intentional planning for intervention and enrichment.

**Multiple Opportunities for Advanced Learning**

- Students have access to advanced and enrichment opportunities through **Algebra I, CTE coursework, Academic UIL, Robotics, fine arts, and other academic and extracurricular programs**.
- These opportunities allow students to extend learning, explore individual strengths and interests, and build a foundation for future college, career, and military readiness.

# Problem Statements Identifying Student Learning Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | 7th Grade Math continues to be the greatest area of academic need, with 25.14% of students achieving Approaches, 5.59% achieving Meets, and 0.56% achieving Masters on the 2026 STAAR assessment. | Math instruction has lacked consistent implementation of grade-level curriculum, instructional practices, formative assessment, and timely response to identified student learning gaps. |
| 2 ★ | Student performance data indicate persistent gaps in mastery of grade-level standards, particularly in mathematics and reading, with a need to increase achievement at the Approaches, Meets, and Masters Grade Level standards. | Tier I instruction and intervention have not consistently responded to identified student learning gaps through targeted instruction, ongoing progress monitoring, and timely instructional adjustments. |

★ = Priority

# School Processes & Programs

## Summary

**Curriculum & Instruction**

Instruction at Lake Dallas Middle School is aligned to the **Texas Essential Knowledge and Skills (TEKS)** and focuses on providing all students access to grade-level content through high-quality Tier I instruction, intervention, acceleration, and enrichment.

- **Mathematics:** Bluebonnet Learning serves as the primary instructional resource.
- **Science:** HMH provides the primary instructional resource.
- **ELA:** Teachers utilize TEKS-aligned resources and collaborative planning to support standards-based instruction.
- **Social Studies:** Instruction is TEKS-aligned with an emphasis on grade-level content, academic vocabulary, reading, and writing.
- **Career and Technical Education (CTE):** Students have access to multiple CTE courses that provide opportunities for career exploration and development of real-world skills.

Campus instructional priorities include **student discourse, aggressive monitoring, writing, formative assessment, and the use of exit tickets** to monitor student understanding and adjust instruction.

LDMS administers **NWEA MAP Growth assessments** to identify student strengths and learning gaps, monitor growth, and inform instructional decisions. Assessment data are used during PLCs and intervention planning to identify students requiring additional support or enrichment.

**Falcon Time** is embedded into the school day to provide targeted academic support and enrichment. Students receive opportunities for **Reading and Math Accelerated Instruction, intervention, enrichment, study hall, and clubs**. Emergent Bilingual students utilize **Summit K12** as part of targeted language development.

Special populations receive services based on individual student needs, including Special Education inclusion and resource services, Section 504 accommodations, dyslexia services, ESL supports, and targeted services for newcomer students.

**Professional Development**

Professional learning is aligned with campus instructional priorities, curriculum implementation, student needs, and staff needs.

New teachers participate in district and campus onboarding and receive ongoing support throughout the school year. Staff participate in required state and federal training, district professional development, campus-based learning, and content-specific professional development.

Professional learning includes support in areas such as:

- Curriculum implementation and instructional planning
- PLC processes and data analysis
- Student discourse and aggressive monitoring
- Special populations and differentiated supports
- PBIS and behavior management
- Technology and instructional resources

Professional development is reinforced through **PLCs, coaching, classroom observations, feedback, collaborative planning, and opportunities for off-campus professional learning**.

**Leadership & Decision-Making Processes**

Campus leadership uses collaborative decision-making processes to monitor progress toward campus goals and identify areas requiring adjustment or additional support.

The **Campus Leadership Team (CLT)** participates in the development and monitoring of the Campus Improvement Plan and provides input regarding campus needs and priorities. Campus administrators and instructional leaders regularly review academic, behavioral, attendance, and implementation data to guide campus decisions.

Content-area PLCs are embedded into the school day and organized around the four PLC guiding questions:

1. What do we want students to learn?
2. How will we know if they have learned it?
3. How will we respond when they have not learned it?
4. How will we extend learning for students who have demonstrated mastery?

PLCs focus on **standards internalization, common assessments, analysis of student work and data, intervention, and enrichment**. Department heads and teacher leaders support instructional alignment and communication within content areas.

**Communication**

LDMS utilizes multiple communication systems to maintain consistent communication among staff, students, families, and the community.

Family communication includes **ParentSquare, campus newsletters, the campus website, social media, email, and direct communication from teachers and staff**. Families receive regular information regarding campus events, academic expectations, student opportunities, and important procedures.

Staff communication occurs through **weekly staff updates, email, staff meetings, leadership meetings, PLCs, and department communication**.

Students receive information through **daily announcements, Falcon Time, classroom communication, and campuswide expectations and routines**.

LDMS also prioritizes recognition and celebration of students and staff to strengthen school culture, belonging, and connectedness.

**Organization, Scheduling & Support Services**

LDMS operates an **eight-period instructional day** with Falcon Time embedded into the master schedule. The schedule is designed to protect grade-level core instruction while providing dedicated opportunities for intervention, accelerated instruction, enrichment, student support, and teacher collaboration.

The campus has established **schoolwide routines and procedures** to create consistency across learning environments. Common expectations are used for transitions, hallway movement, lunch, restroom procedures, and other shared spaces.

Academic and student support services include:

- Reading and Math Accelerated Instruction
- Special Education inclusion and resource services
- ESL and newcomer supports
- Dyslexia services
- Section 504 accommodations
- Counseling and guidance
- Academic intervention and enrichment
- Behavioral intervention and support
- Attendance monitoring and intervention
- **Communities In Schools (CIS)** services and family support

LDMS also utilizes **PBIS Rewards** to support schoolwide behavioral expectations, recognize positive student behavior, and manage systems such as digital hall passes.

**Extracurricular & Cocurricular Opportunities**

LDMS provides students with a broad range of opportunities to develop interests, leadership skills, talents, and connections to the school community.

Opportunities include **athletics, band, choir, theatre, Academic UIL, robotics, Student Council, National Junior Honor Society, 4-H, and student clubs**.

Falcon Time clubs provide additional opportunities for students to explore interests and build relationships with peers and staff. These extracurricular and cocurricular experiences support student engagement, leadership, teamwork, and school connectedness.

**Technology Integration & Plan**

Technology is integrated into instruction, assessment, intervention, communication, and student learning. Students have access to district-issued devices and digital instructional resources to support classroom learning.

Digital resources include **Summit K12, curriculum-based digital platforms, NWEA MAP, Canvas, and other instructional applications** selected to support content-area learning and individual student needs.

Teachers use technology to provide instructional resources, administer assessments, monitor student progress, provide feedback, and differentiate learning. Staff receive ongoing support for effective technology integration, while students are taught expectations for **digital citizenship, appropriate technology use, and responsible use of district devices**.

**Other**

LDMS continues to strengthen a comprehensive system of **academic, behavioral, and social-emotional supports**. Campus systems emphasize early identification of student needs, targeted intervention, progress monitoring, positive behavior supports, family engagement, and collaboration among general education teachers, special programs staff, counselors, administrators, and community partners.

The campus's continued partnership with **Communities In Schools (CIS)** expands the support available to students and families by helping address academic, behavioral, social-emotional, and other barriers that may interfere with student success.

# Strengths

- **Structured PLC & Collaborative Planning Process**
    - Core content teachers participate in regularly scheduled PLCs focused on the **four PLC guiding questions**, standards internalization, common assessments, student data, intervention, and enrichment.
    - The master schedule provides protected opportunities for grade-level/content teams to collaborate, strengthening instructional alignment and collective responsibility for student learning.
    - **ELAR and Math teachers will participate in periodic half-day collaborative planning sessions** to internalize upcoming lessons, review student work, analyze assessment data, and intentionally plan for intervention and enrichment based on student needs.
      **Falcon Time Intervention & Enrichment System**
    - A dedicated **Falcon Time** block provides structured opportunities for Reading and Math Accelerated Instruction, intervention, enrichment, study hall, clubs, and targeted support for special populations.
    - Falcon Time is intentionally connected to the PLC process, allowing teams to use student data to identify needs and respond with targeted support.
      **Strong Schoolwide Systems & Consistent Expectations**
    - LDMS has established common schoolwide routines and expectations for transitions, hallways, lunch, restrooms, and other shared spaces to increase consistency across the campus.
    - **PBIS Rewards** supports positive behavior, student recognition, and consistent implementation of campus expectations.
      **Student Engagement & School Connectedness**
    - Students have access to a wide range of extracurricular and cocurricular opportunities, including athletics, fine arts, CTE, Academic UIL, leadership organizations, and Falcon Time clubs.
    - Pep rallies, awards, announcements, and other recognition opportunities celebrate student and staff success and strengthen campus culture and belonging.

# Problem Statements Identifying School Processes & Programs Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | Professional learning has not consistently provided teachers with the targeted support needed to strengthen content knowledge and implement high-quality instructional practices. | Teachers have had limited opportunities for content-specific professional development and sustained, job-embedded learning that includes collaborative planning, practice, feedback, and follow-up support. |
| 2 ★ | Instructional processes and programs, including PLCs, data analysis, intervention, enrichment, and instructional expectations, are not implemented consistently across content areas and classrooms. | Campus systems for collaborative planning, monitoring implementation, and providing ongoing feedback and support have not been sufficiently consistent to ensure common expectations and fidelity across classrooms. |
| 3 ★ | Campus processes and expectations have not always been communicated and implemented consistently, contributing to confusion and inconsistent experiences for staff, students, and families. | Multiple communication platforms, changing procedures, and the absence of consistently implemented campuswide communication and monitoring systems have contributed to variations in how expectations and programs are understood and carried out. |
| 4 ★ | Professional learning has not consistently resulted in sustained implementation of identified campus instructional priorities and practices. | Professional development has not been consistently embedded into PLCs, coaching, classroom implementation, and follow-up monitoring. |

★ = Priority

# Perceptions

## Summary

**Surveys, Interviews & Focus Groups**

Perception data collected throughout the 2025–2026 school year included **Upbeat staff and faculty surveys, parent and family feedback, student emails, the 6th Grade Exit Survey, and Student Advisory meetings**. Across stakeholder groups, LDMS continues to be viewed as a caring and supportive school community with strong relationships between students and staff. At the same time, recurring areas for improvement included consistency in behavior expectations and discipline, communication, instructional practices, professional learning, and opportunities for stakeholder voice.

**Staff Perceptions**

Staff and faculty feedback reflects several areas of improvement. Faculty perceptions of **instructional leadership increased by 15 points**, principal/teacher trust increased by 14 points, evaluation increased by 10 points, and appreciation increased by 8 points. Among the broader staff group, principal/employee trust increased by 15 points and appreciation increased by 13 points. These results indicate progress in leadership support, recognition, and clarity of expectations.

Faculty continue to identify **care and commitment to students (86%) and collaboration (81%)** as significant campus strengths. However, professional development remained one of the lowest-rated areas at **31% positive**, followed by work/life balance (38%) and school safety and order (40%). Teacher voice and leadership was 44% positive. Staff feedback indicates a continued need for **relevant, content-specific and job-embedded professional learning**, opportunities for meaningful staff input, and consistent systems for student behavior and discipline.

**Parent & Family Perceptions**

Families consistently identified **caring and supportive teachers, positive student relationships, extracurricular opportunities, and the overall campus environment** as strengths. Families also recognized frequent staff communication and positive improvements in campus leadership and culture.

Recurring concerns included **inconsistent communication, discipline and consequences, bullying and student safety, academic rigor, intervention supports, scheduling and course placement, technology use, and consistency of instruction and expectations across classrooms**. Families expressed interest in increased transparency, additional parent education and academic support opportunities, and more information about student progress and how families can support students academically.

**Student Perceptions**

Students consistently identified **positive relationships with teachers and staff, supportive adults, extracurricular opportunities, and opportunities for increased independence** as strengths. Students generally reported feeling safe at school and valued adults who listen, encourage them, and provide academic and emotional support.

Student concerns centered on **peer conflict, classroom disruptions, inconsistent behavior expectations and accountability, and inconsistent classroom experiences**. Students also identified a need for clearer instruction, timely feedback, individualized academic support, and greater consistency in grading and classroom expectations.

Students specifically identified opportunities to improve **Falcon Time**, requesting more targeted academic support, intervention, enrichment, and homework assistance. Students also expressed a desire for greater voice in campus decisions and more consistent responses from adults when concerns are reported.

**Culture, Climate, Values & Beliefs**

Across stakeholder groups, **relationships remain one of LDMS's strongest assets**. Families and students consistently recognize caring teachers and positive relationships, while faculty report high levels of care and commitment to students and collaboration with colleagues. Staff perceptions of campus leadership, trust, and appreciation also improved during the 2025–2026 school year.

At the same time, feedback from **students, families, and staff converges around the need for greater consistency in student**

**behavior expectations, discipline, classroom management, and instructional practices**. Strengthening campuswide systems while maintaining LDMS's relational and student-centered culture represents an important area of focus for 2026–2027.

**Communication & Stakeholder Voice**

Communication continues to be an area for improvement. Families requested **more consistent and transparent communication regarding student progress, expectations, academics, and campus initiatives**. Staff and students also expressed a desire for increased opportunities to provide meaningful input into decisions that affect their work and school experience.

Increasing opportunities for **two-way communication and stakeholder voice** will remain an area of focus as LDMS works to strengthen trust, consistency, and shared ownership among students, staff, and families.

**Professional Development**

Although perceptions of professional development improved among the broader staff group, **professional development remains one of the lowest-rated areas among faculty, at 31% positive**. Feedback indicates a continued need for professional learning that is relevant to classroom practice and responsive to teacher and student needs.

For 2026–2027, the campus will continue to strengthen **content-specific, job-embedded professional learning**, including collaborative planning, lesson internalization, analysis of student work and data, and opportunities for practice, feedback, and follow-up support.

**Community Partnerships & Family Engagement**

Families continue to value opportunities to participate in the school community and expressed interest in **additional family engagement opportunities, parent education sessions, academic support events, and stronger partnerships between families and teachers**. Flexible scheduling and additional opportunities to learn how to support students academically were specifically identified as opportunities for improvement.

LDMS continues its partnership with **Communities In Schools (CIS)** to provide additional academic, behavioral, social-emotional, and family supports for students. The campus will continue to build partnerships that strengthen connections among students, families, staff, and the broader community.

**Overall Perception**

Overall, perception data indicate that **LDMS's strongest foundation continues to be its people and relationships**. Students and families value caring teachers and staff, and faculty continue to demonstrate strong commitment to students and collaboration with one another. Improvements in instructional leadership, trust, appreciation, and evaluation provide additional strengths upon which the campus can build.

The most consistent opportunities for improvement across stakeholder groups are **behavior and discipline consistency, instructional consistency, professional learning, communication, and stakeholder voice**. These recurring themes will inform campus priorities and improvement strategies for the 2026–2027 school year.

# Strengths

- **Strong Care and Commitment to Students**
    - **86% of faculty** rated Care & Commitment positively, making it one of the highest-rated areas in the faculty survey.
    - Students and families also consistently identified **caring, supportive teachers and positive relationships with staff** as a campus strength.
      **Strong Teacher Collaboration**
    - **81% of faculty** reported positively regarding collaboration, indicating that teachers continue to value working together and supporting one another.
    - This provides a strong foundation for PLCs, collaborative planning, and collective responsibility for student success.
      **Improved Perceptions of Campus Leadership**
    - Faculty perceptions of **instructional leadership increased by 15 points**, while principal/teacher trust increased by 14 points. Among the broader staff group, principal/employee trust also increased by 15 points.

- Families also recognized **positive leadership and improvements in overall campus culture** during the school year.

**Strong Student Engagement and School Connectedness**

- Students and families consistently identified **extracurricular, elective, and leadership opportunities** as strengths, including athletics, fine arts, robotics, Student Council, NJHS, and other student activities.
- Students reported that these opportunities help them feel **connected to school** and identified positive relationships with adults as an important part of their school experience.

# Problem Statements Identifying Perceptions Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | Stakeholder perception data indicate inconsistencies in how staff, students, and families experience and perceive campus communication, expectations, decision-making, and overall campus practices. | Frequent changes in campus administration and leadership direction over time have contributed to inconsistent communication, expectations, and decision-making. This lack of continuity has created uncertainty among staff, students, and families and has impacted trust and confidence in campus systems. |
| 2 ★ | Families continue to report inconsistencies in communication regarding student progress, expectations, academics, and campus initiatives. | Campus communication has not been consistently coordinated across staff and communication channels, resulting in differences in the timing, clarity, and consistency of information families receive. |
| 3 ★ | Students report a need for greater opportunities to provide meaningful input into campus decisions and their school experience. | Structures for gathering and incorporating student voice into campus decision-making have been limited and have not consistently provided broad representation of the student body. |
| 4 ★ | Staff perception data indicate a need to improve staff trust, recognition, work/life balance, and intent to remain at LDMS. | Inconsistent recognition, communication, opportunities for staff voice, and systems to support staff workload and well-being have contributed to lower levels of staff trust, engagement, and intent to remain. |

★ = Priority

# Priority Problem Statements

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Professional learning has not consistently provided teachers with the targeted support needed to strengthen content knowledge and implement high-quality instructional practices. | Teachers have had limited opportunities for content-specific professional development and sustained, job-embedded learning that includes collaborative planning, practice, feedback, and follow-up support. |
| 2 | Families continue to report inconsistencies in communication regarding student progress, expectations, academics, and campus initiatives. | Campus communication has not been consistently coordinated across staff and communication channels, resulting in differences in the timing, clarity, and consistency of information families receive. |
| 3 | Persistent achievement and growth gaps exist among student groups, particularly Economically Disadvantaged, Emergent Bilingual, and students receiving Special Education services. | Students within identified special populations have not consistently received the differentiated instructional supports, scaffolds, accommodations, and targeted interventions necessary to access and master grade-level content. |
| 4 | Student attendance remains below the campus target, with persistent and excessive absences limiting some students' consistent access to instruction. | Attendance data indicate that barriers to consistent attendance vary by student and family, requiring earlier identification, consistent monitoring, family communication, and individualized intervention to address attendance concerns before they become chronic. |
| 5 | Stakeholder perception data indicate inconsistencies in how staff, students, and families experience and perceive campus communication, expectations, decision-making, and overall campus practices. | Frequent changes in campus administration and leadership direction over time have contributed to inconsistent communication, expectations, and decision-making. This lack of continuity has created uncertainty among staff, students, and families and has impacted trust and confidence in campus systems. |
| 6 | Student performance data indicate persistent gaps in mastery of grade-level standards, particularly in mathematics and reading, with a need to increase achievement at the Approaches, Meets, and Masters Grade Level standards. | Tier I instruction and intervention have not consistently responded to identified student learning gaps through targeted instruction, ongoing progress monitoring, and timely instructional adjustments. |

**7**

Instructional processes and programs, including PLCs, data analysis, intervention, enrichment, and instructional expectations, are not implemented consistently across content areas and classrooms.

Campus systems for collaborative planning, monitoring implementation, and providing ongoing feedback and support have not been sufficiently consistent to ensure common expectations and fidelity across classrooms.

**8**

Professional learning has not consistently resulted in sustained implementation of identified campus instructional priorities and practices.

Professional development has not been consistently embedded into PLCs, coaching, classroom implementation, and follow-up monitoring.

**9**

Campus processes and expectations have not always been communicated and implemented consistently, contributing to confusion and inconsistent experiences for staff, students, and families.

Multiple communication platforms, changing procedures, and the absence of consistently implemented campuswide communication and monitoring systems have contributed to variations in how expectations and programs are understood and carried out.

**10**

By May 2027, LDMS will reduce student disciplinary incidents by 5% while ensuring consistent and equitable implementation of campuswide behavior expectations and discipline practices.

Discipline referral data, ISS/OSS data, PBIS Rewards data, discipline data disaggregated by student group

**11**

7th Grade Math continues to be the greatest area of academic need, with 25.14% of students achieving Approaches, 5.59% achieving Meets, and 0.56% achieving Masters on the 2026 STAAR assessment.

Math instruction has lacked consistent implementation of grade-level curriculum, instructional practices, formative assessment, and timely response to identified student learning gaps.

**12**

Students report a need for greater opportunities to provide meaningful input into campus decisions and their school experience.

Structures for gathering and incorporating student voice into campus decision-making have been limited and have not consistently provided broad representation of the student body.

**13** ★

Staff perception data indicate a need to improve staff trust, recognition, work/life balance, and intent to remain at LDMS.

Inconsistent recognition, communication, opportunities for staff voice, and systems to support staff workload and well-being have contributed to lower levels of staff trust, engagement, and intent to remain.

★ = Priority

# Data Documentation for CNA

# Data Documentation for CNA

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **PSAT**
- [x] **Student failure and/or retention rates**
- [x] **Local benchmark or common assessments data**

- [x] **Observation Survey results**
- [x] **Grades that measure student performance based on the TEKS**

## Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

## Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

## Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**

- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **T-PESS data**

## Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

## Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**

# Priorities

# Priority 1 Priority 1: Increase Student Success

## Goal 1 ☑ High Priority

By May 2027, LDMS will increase student achievement by 5% as measured by STAAR/EOC performance across assessed content areas.

**Evaluation Data Source:** 2027 STAAR/EOC results

### Strategy 1

LDMS teachers will consistently utilize district-provided high-quality instructional materials and curriculum in all core content areas to provide standards-aligned, grade-level instruction in accordance with district pacing and instructional expectations.

**Strategy's Expected Result/Impact:** Instruction across core content areas will be consistently aligned to the TEKS and district expectations, increasing curriculum fidelity, reducing instructional gaps, and improving student performance on classroom, district, and state assessments.

**Staff Responsible for Monitoring:** Principal, Asscoiate Principal, Assistant Principals, Department Heads, Instructional Coach/Instructional Support Staff

**Problem Statements:** Student Learning 2 - School Processes & Programs 2

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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### Strategy 2

LDMS will implement a structured PLC process for all core subjects that includes Unit/Module Internalization, Lesson Internalization, Lesson Rehearsal, and Student Work Analysis Protocol (SWAP) to strengthen teachers' understanding of standards, instructional materials, lesson delivery, student misconceptions, and instructional response.

**Strategy's Expected Result/Impact:** Teachers will strengthen instructional planning and delivery through collaborative internalization, rehearsal, and analysis of student work, resulting in more consistent implementation of high-quality Tier I instruction.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Instructional Coach, Department Heads

**Problem Statements:** School Processes & Programs 1, 2

**Title I:** 2.5.1

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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## Strategy 3

During the 2026-2027 school year, each core content department will implement common formative assessments (CFAs) and unit assessments aligned to grade-level standards to monitor student mastery, identify learning gaps, and ensure consistency in expectations across classrooms.

**Strategy's Expected Result/Impact:** Teachers will have consistent, timely student performance data to identify areas of mastery and need, adjust instruction, provide targeted intervention or enrichment, and monitor student progress toward grade-level standards.

**Staff Responsible for Monitoring:** Administration, Instructional Coach, Department Heads

**Problem Statements:** Student Learning 2

**ESF Levers:** Lever 5: Effective Instruction

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## Strategy 4

Teachers will take assessments prior to administration to analyze assessed standards, level of rigor, alignment to instruction, expected student responses, and anticipated misconceptions.

**Strategy's Expected Result/Impact:** Teachers will develop a stronger understanding of assessment expectations and rigor and will use that understanding to intentionally plan instruction aligned to grade-level standards and anticipated student needs.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Instructional Coach, Department Heads

**Problem Statements:** Student Learning 1, 2 - School Processes & Programs 2

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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## Strategy 5

LDMS administration, instructional coach, department heads, and classroom teachers will monitor student progress in academic achievement with assessments throughout the year.

**Strategy's Expected Result/Impact:** Increased student achievement and growth

**Staff Responsible for Monitoring:** Administration, Instructional Coach, Department Heads

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## Strategy 6

LDMS will provide before- and after-school Accelerated Instruction in Reading and Mathematics for students who did not achieve Approaches Grade Level or above on the 2026 STAAR assessment, with instruction targeted to identified learning gaps and individual student needs.

**Strategy's Expected Result/Impact:** Students who did not meet grade-level standards on STAAR will receive additional targeted instructional time to address identified learning gaps, accelerate academic progress, and increase mastery of grade-level standards.

**Staff Responsible for Monitoring:** Principal, Assistant Principal over Accelerated Instruction, Accelerated Instruction Teachers, RLA and Department Head

**Problem Statements:** Demographics 2 - Student Learning 2

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

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## Strategy 7

LDMS will provide summer accelerated instruction and academic programming for students with identified learning gaps and students requiring additional instructional support, with instruction targeted to identified student needs and grade-level standards.

**Strategy's Expected Result/Impact:** Students participating in summer programming will receive additional targeted instructional time to address unfinished learning and strengthen prerequisite skills, resulting in increased readiness for grade-level instruction and improved academic performance.

**Staff Responsible for Monitoring:** Principal, Assistant Principal over Accelerated Instruction, Summer Program Staff

**Problem Statements:** Demographics 2 - Student Learning 2

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

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## Strategy 8

LDMS will provide an administrator to oversee RTI/ MTSS on the campus to support with progress monitoring and student instructional support and interventions.

**Strategy's Expected Result/Impact:** Students receiving RTI/MTSS support will show measurable growth in academics and behavior through consistent progress monitoring, targeted interventions, and instructional support, leading to reduced learning gaps and increased success on MAP, STAAR, and classroom assessments.

**Staff Responsible for Monitoring:** Administration

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## Strategy 9

LDMS will provide a dyslexia-trained special education teacher to support students identified with dyslexia.

**Strategy's Expected Result/Impact:** Increased student achievement

**Staff Responsible for Monitoring:** Administration

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## Strategy 10

The LDMS librarian will use MAP Reading data and other available student performance data to identify students with reading skill gaps and provide targeted Tier 2 and Tier 3 reading intervention based on identified student needs

**Strategy's Expected Result/Impact:** Students with identified reading deficits will receive targeted, data-driven intervention designed to address specific skill gaps, accelerate reading growth, and increase progress toward grade-level standards.

**Staff Responsible for Monitoring:** Principal, Assistant Principal over RTI, Librarian, RLA Department Head

**Title I:** 2.5.1

**ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction

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## Strategy 11

LDMS will provide all students with opportunities to explore Academic UIL events and will recruit and support students in participating in events aligned with their interests and strengths.

**Strategy's Expected Result/Impact:** Students will have increased access to academic enrichment opportunities that promote engagement, challenge students academically, develop individual strengths and interests, and support a culture of academic excellence.

**Staff Responsible for Monitoring:** Principal, Assistant Principal over UIL, Campus UIL Coordinator, Academic UIL Coaches

**Title I:** 2.5.1

**ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction

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## Strategy 12

LDMS will implement a systematic RTI/MTSS process to identify students demonstrating academic or behavioral needs, provide targeted Tier 2 and Tier 3 interventions, regularly monitor student progress, and adjust the type or intensity of support based on student response to intervention.

**Strategy's Expected Result/Impact:** Students demonstrating academic or behavioral concerns will be identified early and receive increasingly targeted, data-driven supports, resulting in improved academic performance, behavior, engagement, and student success.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principal over RTI, Assistant Principal, Counselors, Intervention Staff, Teachers

**Problem Statements:** Demographics 2 - Student Learning 2

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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## Strategy 13

LDMS teachers will intentionally incorporate structured student academic discourse opportunities into daily instruction, including strategies such as Turn and Talk, Warm Call, Cold Call, sentence stems, and academic vocabulary supports, to increase student participation and provide opportunities for students to verbalize, explain, and refine their thinking using content-specific academic language.

**Strategy's Expected Result/Impact:** Students will increase their use of academic language and ability to explain and justify their thinking orally, strengthening content understanding, student engagement, and the quality of written responses.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Department Heads, Teachers

**Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 2

**ESF Levers:** Lever 5: Effective Instruction

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### Goal 1 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Persistent achievement and growth gaps exist among student groups, particularly Economically Disadvantaged, Emergent Bilingual, and students receiving Special Education services. | Students within identified special populations have not consistently received the differentiated instructional supports, scaffolds, accommodations, and targeted interventions necessary to access and master grade-level content. |

### Goal 1 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | 7th Grade Math continues to be the greatest area of academic need, with 25.14% of students achieving Approaches, 5.59% achieving Meets, and 0.56% achieving Masters on the 2026 STAAR assessment. | Math instruction has lacked consistent implementation of grade-level curriculum, instructional practices, formative assessment, and timely response to identified student learning gaps. |
| 2 | Student performance data indicate persistent gaps in mastery of grade-level standards, particularly in mathematics and reading, with a need to increase achievement at the Approaches, Meets, and Masters Grade Level standards. | Tier I instruction and intervention have not consistently responded to identified student learning gaps through targeted instruction, ongoing progress monitoring, and timely instructional adjustments. |

### Goal 1 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Professional learning has not consistently provided teachers with the targeted support needed to strengthen content knowledge and implement high-quality instructional practices. | Teachers have had limited opportunities for content-specific professional development and sustained, job-embedded learning that includes collaborative planning, practice, feedback, and follow-up support. |
| 2 | Instructional processes and programs, including PLCs, data analysis, intervention, enrichment, and instructional expectations, are not implemented consistently across content areas and classrooms. | Campus systems for collaborative planning, monitoring implementation, and providing ongoing feedback and support have not been sufficiently consistent to ensure common expectations and fidelity across classrooms. |

## Goal 2 ☑ High Priority

By May 2027, LDMS will reduce achievement gaps between the overall student population and identified student groups, including Economically Disadvantaged, Emergent Bilingual, and students receiving Special Education services, as measured by STAAR/EOC performance

**Evaluation Data Source:** 2027 STAAR/EOC disaggregated student-group data

### Strategy 1

LDMS instructional teams will regularly disaggregate MAP, CFA, unit assessment, STAAR Interim, and other student performance data by student group, including Economically Disadvantaged,

Emergent Bilingual, and students receiving Special Education services, to identify achievement gaps, monitor progress, and determine areas requiring additional instructional support.

**Strategy's Expected Result/Impact:** Campus and instructional teams will identify achievement gaps throughout the school year and make timely instructional adjustments to improve the performance and growth of identified student groups.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Department Heads, PLC Teams, Special Education Staff, ESL Teacher

**Problem Statements:** Demographics 2

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

### Formative Reviews

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## Strategy 2

Teachers will consistently provide differentiated instructional supports, scaffolds, accommodations, and language supports within Tier I instruction based on identified student needs to increase access to and mastery of grade-level content for students in identified special populations.

**Strategy's Expected Result/Impact:** Economically Disadvantaged, Emergent Bilingual, and students receiving Special Education services will have increased access to rigorous grade-level instruction and the individualized supports necessary to demonstrate increased mastery of grade-level standards.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Department Heads, Teachers, Special Education Staff, ESL Teacher

**Problem Statements:** Demographics 2

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews

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## Strategy 3

LDMS will provide targeted intervention and additional instructional support to students in identified student groups who are not demonstrating expected progress, with intervention based on specific skill deficits and adjusted according to ongoing student performance data.

**Strategy's Expected Result/Impact:** Students who are not demonstrating expected progress will receive timely and targeted instruction designed to close identified learning gaps and accelerate progress toward grade-level mastery.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Department Heads, Intervention Staff, Teachers, Special Education Staff, ESL Teacher

**Problem Statements:** Demographics 2

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews

| November | January | March | April |
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## Strategy 4

During PLCs, instructional teams will intentionally review the performance and progress of Economically Disadvantaged, Emergent Bilingual, and students receiving Special Education services when analyzing student work and assessment data and will use identified needs to plan Tier I instruction, intervention, scaffolds, accommodations, and instructional response.

**Strategy's Expected Result/Impact:** Teachers will consistently consider the performance and instructional needs of identified student groups when planning and responding to student learning, resulting in more timely and targeted instructional support.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Department Heads, PLC Teams

**Problem Statements:** Demographics 2

**ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 5

General education and Special Education teachers will collaboratively plan for and implement required accommodations, modifications, specially designed instruction, and targeted supports to increase access to grade-level content and improve academic performance for students receiving Special Education services.

**Strategy's Expected Result/Impact:** Students receiving Special Education services will more consistently receive required individualized supports within grade-level instruction, resulting in increased access, academic growth, and mastery of grade-level standards.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Special Education Department Lead, Special Education Teachers, General Education Teachers

**Problem Statements:** Demographics 2

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews

| November | January | March | April |
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## Strategy 6

The CIS Site Coordinator will provide individualized and small-group wraparound support to a caseload of up to 100 at-risk students, including academic support and tutoring, grade-level lunch groups, supportive guidance, crisis intervention, conflict resolution, and connections to resources such as food, clothing, school supplies, and other identified student and family needs.

**Strategy's Expected Result/Impact:** At-risk students and their families will have increased access to academic, social-emotional, and basic-needs supports that reduce barriers to learning and contribute to improved achievement, attendance, behavior, engagement, and overall student success.

**Staff Responsible for Monitoring:** Principal, CIS Site Coordinator, Counselors

**Problem Statements:** Demographics 1, 2, 3

**Funding Sources:** CIS partnership/services, academic support materials, student/family resources, food, clothing, school supplies, and community resource partnerships 211 - Title I, Part A,

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Goal 2 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Student attendance remains below the campus target, with persistent and excessive absences limiting some students' consistent access to instruction. | Attendance data indicate that barriers to consistent attendance vary by student and family, requiring earlier identification, consistent monitoring, family communication, and individualized intervention to address attendance concerns before they become chronic. |
| 2 | Persistent achievement and growth gaps exist among student groups, particularly Economically Disadvantaged, Emergent Bilingual, and students receiving Special Education services. | Students within identified special populations have not consistently received the differentiated instructional supports, scaffolds, accommodations, and targeted interventions necessary to access and master grade-level content. |

| | | |
|---|---|---|
| 3 | By May 2027, LDMS will reduce student disciplinary incidents by 5% while ensuring consistent and equitable implementation of campuswide behavior expectations and discipline practices. | Discipline referral data, ISS/OSS data, PBIS Rewards data, discipline data disaggregated by student group |

## Goal 3 ☑ High Priority

By May 2027, LDMS will increase student achievement in Mathematics across grade levels, with targeted emphasis on closing identified learning gaps and increasing performance at the Approaches, Meets, and Masters Grade Level standards.

**Evaluation Data Source:** 2027 STAAR Mathematics/EOC results

### Strategy 1

LDMS math teachers will use Fall MAP assessment results and other student performance data to identify learning gaps and provide 30 minutes of targeted mathematics intervention during Falcon Time four days per week, with students grouped according to identified instructional needs.

**Strategy's Expected Result/Impact:** Students will receive targeted mathematics instruction based on identified skill gaps, resulting in accelerated learning, reduced learning gaps, and increased progress toward grade-level standards.

**Staff Responsible for Monitoring:** Principal, Instructional Coach, Math Teachers

**Problem Statements:** Student Learning 1, 2

**ESF Levers:** Lever 5: Effective Instruction

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### Strategy 2

LDMS will provide Accelerated Instruction in mathematics through targeted Zearn lessons and targeted mathematics intervention during Falcon Time aligned to identified student learning gaps and grade-level mathematics standards.

**Strategy's Expected Result/Impact:** Students requiring additional mathematics support will receive targeted, standards-aligned instruction designed to address prerequisite skills while supporting access to current grade-level content.

**Staff Responsible for Monitoring:** Assistant Principal, Math Teachers

**Problem Statements:** Student Learning 1, 2

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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## Strategy 3

LDMS math teachers will regularly analyze MAP, CFA, unit assessment, STAAR Interim, and other student performance data to monitor the progress of all students and will collect additional progress-monitoring data for students receiving targeted mathematics intervention to evaluate skill development, adjust instructional groups, and determine appropriate next steps.

**Strategy's Expected Result/Impact:** Teachers will use ongoing student performance data to identify areas of growth and continued need, make timely instructional adjustments, and provide increasingly targeted support to students who are not demonstrating expected progress.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Instructional Coach, Math Teachers

**Problem Statements:** Student Learning 1, 2

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### Goal 3 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | 7th Grade Math continues to be the greatest area of academic need, with 25.14% of students achieving Approaches, 5.59% achieving Meets, and 0.56% achieving Masters on the 2026 STAAR assessment. | Math instruction has lacked consistent implementation of grade-level curriculum, instructional practices, formative assessment, and timely response to identified student learning gaps. |
| 2 | Student performance data indicate persistent gaps in mastery of grade-level standards, particularly in mathematics and reading, with a need to increase achievement at the Approaches, Meets, and Masters Grade Level standards. | Tier I instruction and intervention have not consistently responded to identified student learning gaps through targeted instruction, ongoing progress monitoring, and timely instructional adjustments. |

## Goal 4 ☑ High Priority

By May 2027, LDMS will increase the average student score on Extended Constructed Response (ECR) items on STAAR RLA by at least two points at each grade level from the 2026 baseline through consistent implementation of writing across content areas, with an emphasis on complete sentences, evidence-based responses, and written explanation of student thinking

**Evaluation Data Source:** STAAR RLA ECR results, CFA and unit assessment data, and student writing samples across content areas.

## Strategy 1

LDMS teachers across content areas will provide students with frequent opportunities to respond to learning in writing, with an expectation that students communicate their thinking using complete sentences, appropriate academic vocabulary, and written explanations appropriate to the content.

**Strategy's Expected Result/Impact:** Students will increase the frequency and quality of their written responses across the school day, strengthening their ability to clearly communicate and explain their thinking in writing.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Instructional Coach, Department Heads, Teachers

**Problem Statements:** Student Learning 2 - School Processes & Programs 2

**ESF Levers:** Lever 5: Effective Instruction

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## Strategy 2

Teachers will explicitly teach and provide regular opportunities for students to develop written responses that state a clear idea or claim, incorporate relevant text or content evidence, and explain how the evidence supports their thinking.

**Strategy's Expected Result/Impact:** Students will demonstrate increased ability to develop organized, evidence-based written responses and explain their reasoning, contributing to improved performance on STAAR RLA ECR items.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, RLA Department Head, Department Heads, Teachers

**Problem Statements:** Student Learning 2

**ESF Levers:** Lever 5: Effective Instruction

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## Strategy 3

LDMS will establish and consistently reinforce campuswide expectations for written responses, including the expectation that students respond in complete sentences, use appropriate academic vocabulary, and provide evidence or explanation to support their thinking when appropriate.

**Strategy's Expected Result/Impact:** Students will experience consistent writing expectations across classrooms and content areas, resulting in increased writing stamina, stronger academic language, and improved quality of written responses.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Department Heads, Teachers

**Problem Statements:** Student Learning 2

**ESF Levers:** Lever 5: Effective Instruction

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## Strategy 4

RLA teachers will regularly collect and analyze student writing samples, ECR responses, CFA and unit assessment data to monitor student writing growth, identify common areas of need, and adjust instruction based on student performance.

**Strategy's Expected Result/Impact:** Teachers will identify writing strengths and gaps throughout the school year and make timely instructional adjustments to improve student performance on constructed responses.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, RLA Department Head, RLA Teachers

**Problem Statements:** Student Learning 2

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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### Goal 4 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Student performance data indicate persistent gaps in mastery of grade-level standards, particularly in mathematics and reading, with a need to increase achievement at the Approaches, Meets, and Masters Grade Level standards. | Tier I instruction and intervention have not consistently responded to identified student learning gaps through targeted instruction, ongoing progress monitoring, and timely instructional adjustments. |

### Goal 4 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Instructional processes and programs, including PLCs, data analysis, intervention, enrichment, and instructional expectations, are not implemented consistently across content areas and classrooms. | Campus systems for collaborative planning, monitoring implementation, and providing ongoing feedback and support have not been sufficiently consistent to ensure common expectations and fidelity across classrooms. |

## Goal 5 ☑ High Priority

By May 2027, 90% of Emergent Bilingual students will demonstrate growth of at least one proficiency level in one or more language domains, as measured by TELPAS.

**Evaluation Data Source:** 2027 TELPAS results

### Strategy 1

Emergent Bilingual students will utilize Summit K12 twice weekly for 20-30 minutes to receive targeted practice in listening, speaking, reading, and writing aligned to their individual language proficiency needs.

**Strategy's Expected Result/Impact:** Emergent Bilingual students will receive consistent, targeted language practice that supports growth in the four TELPAS language domains.

**Staff Responsible for Monitoring:** ESL Teacher, Assistant Principal

**Problem Statements:** Demographics 2 - Student Learning 2

**Title I:** 2.5.1, 2.5.2

**ESF Levers:** Lever 5: Effective Instruction

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## Strategy 2

LDMS will utilize the ESL teacher to provide targeted language acquisition instruction to identified groups of Emergent Bilingual students and to support core teachers with strategies, resources, and coaching to address the language development needs of EB students across grades 6-8

**Strategy's Expected Result/Impact:** Emergent Bilingual students will receive targeted language instruction based on identified needs, while core teachers will increase their capacity to support language acquisition within content-area instruction.

**Staff Responsible for Monitoring:** ESL Teacher, Principal, Assistant Principal, Core Content Teachers

**Problem Statements:** Demographics 2 - Student Learning 2

**Funding Sources:** 199 State Compensatory Education (SCE),

**Title I:** 2.5.1, 2.5.2

**ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction

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## Strategy 3

Teachers in grades 6-8 will intentionally integrate ELPS-aligned language development strategies into daily instruction, with an emphasis on academic speaking and writing, through structured student discourse, sentence stems, academic vocabulary, and frequent opportunities for students to listen, speak, read, and write about grade-level content.

**Strategy's Expected Result/Impact:** Emergent Bilingual students will increase their use of academic language in speaking and writing, resulting in increased language proficiency and progress toward higher TELPAS proficiency levels.

**Staff Responsible for Monitoring:** Principal, Associte Principal, Assistant Principals, ESL Teacher, Department Heads, Core Content Teachers

**Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 2

**ESF Levers:** Lever 5: Effective Instruction

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## Strategy 4

LDMS will monitor Emergent Bilingual students' language proficiency and progress throughout the school year using TELPAS proficiency data, Summit K12 BOY/MOY/EOY assessments, classroom performance, and other available language-development data to identify students

requiring additional support.

**Strategy's Expected Result/Impact:** Teachers and campus staff will identify language-development needs throughout the year and adjust instruction and supports before the annual TELPAS administration.

**Staff Responsible for Monitoring:** ESL Teacher, Assistant Principal, Core Content Teachers

**Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 2

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## Strategy 5

LDMS will provide teachers with professional learning and ongoing support in ELPS-aligned instructional practices and strategies for supporting Emergent Bilingual students within content-area instruction.

**Strategy's Expected Result/Impact:** Teachers will increase their capacity to intentionally support language acquisition while maintaining access to grade-level content and academic rigor.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, ESL Teacher

**Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 2, 4

**ESF Levers:** Lever 5: Effective Instruction

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### Goal 5 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Persistent achievement and growth gaps exist among student groups, particularly Economically Disadvantaged, Emergent Bilingual, and students receiving Special Education services. | Students within identified special populations have not consistently received the differentiated instructional supports, scaffolds, accommodations, and targeted interventions necessary to access and master grade-level content. |

### Goal 5 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Student performance data indicate persistent gaps in mastery of grade-level standards, particularly in mathematics and reading, with a need to increase achievement at the Approaches, Meets, and Masters Grade Level standards. | Tier I instruction and intervention have not consistently responded to identified student learning gaps through targeted instruction, ongoing progress monitoring, and timely instructional adjustments. |

### Goal 5 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Instructional processes and programs, including PLCs, data analysis, intervention, enrichment, and instructional expectations, are not implemented consistently across content areas and classrooms. | Campus systems for collaborative planning, monitoring implementation, and providing ongoing feedback and support have not been sufficiently consistent to ensure common expectations and fidelity across classrooms. |
| 4 | Professional learning has not consistently resulted in sustained implementation of identified campus instructional priorities and practices. | Professional development has not been consistently embedded into PLCs, coaching, classroom implementation, and follow-up monitoring. |

## Goal 6 ☑ High Priority

By May 2027, LDMS will reduce the number of disciplinary incidents resulting in In-School Suspension (ISS) and Out-of-School Suspension (OSS) by at least 10% from the 2025-2026 baseline through consistent implementation of CHAMPS, PBIS Rewards, schoolwide routines and expectations, and targeted behavioral supports.

**Evaluation Data Source:** Discipline referral data and ISS/OSS assignment reports

### Strategy 1

LDMS will consistently implement CHAMPS and schoolwide routines and expectations across classrooms and common areas, including hallways, cafeterias, restrooms, arrival, dismissal, and transitions, with expectations explicitly taught, modeled, practiced, and reinforced throughout the school year.

**Strategy's Expected Result/Impact:** Students will demonstrate increased understanding and consistency in meeting behavioral expectations, resulting in fewer behavioral incidents and disciplinary consequences requiring ISS or OSS.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals

**Problem Statements:** Demographics 3

**ESF Levers:** Lever 3: Positive School Culture

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## Strategy 2

LDMS will utilize PBIS Rewards campuswide to recognize and reinforce students who demonstrate schoolwide behavioral expectations and positive behaviors, including opportunities for students to redeem earned points for incentives and rewards through the PBIS student store.

**Strategy's Expected Result/Impact:** Students will receive consistent positive reinforcement for demonstrating schoolwide expectations, resulting in increased positive behavior and a reduction in disciplinary incidents resulting in ISS and OSS.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Discipline Committee, Counselor

**Problem Statements:** Demographics 3

**Funding Sources:** PBIS Rewards platform, student store incentives and rewards, recognition materials, and supplies needed to operate the student store 211 - Title I, Part A,

**Title I:** 2.5.3

**ESF Levers:** Lever 3: Positive School Culture

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## Strategy 3

LDMS administration will regularly review discipline referral, ISS, and OSS data to identify trends related to behaviors, locations, times, individual students, repeat incidents, and student groups and will use identified trends to determine needed interventions and adjustments to campus practices.

**Strategy's Expected Result/Impact:** Campus leadership will identify discipline patterns and areas of concern early, allowing for targeted interventions and adjustments that reduce repeated disciplinary incidents and ISS/OSS assignments.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Counselors

**Problem Statements:** Demographics 3

**Title I:** 2.5.3

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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## Strategy 4

LDMS will provide targeted behavioral interventions and supports for students demonstrating persistent or repeated behavioral concerns, including Check-In/Check-Out, counseling, parent collaboration, behavior intervention planning, reteaching of expectations, and other individualized supports based on student need.

**Strategy's Expected Result/Impact:** Students with repeated behavioral concerns will receive targeted support designed to improve behavior, reduce repeat referrals, and decrease disciplinary incidents resulting in ISS and OSS

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Counselors, Teachers, Intervention/Behavior Support Staff

**Problem Statements:** Demographics 3

**Title I:** 2.5.3

**ESF Levers:** Lever 3: Positive School Culture

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## Strategy 5

LDMS will recognize and reward students at the end of each nine-week grading period who have zero documented dress code violations and zero student ID violations during that grading period.

**Strategy's Expected Result/Impact:** Students will be positively reinforced for consistently meeting campus expectations, resulting in increased compliance with dress code and student ID requirements and a reduction in documented violations.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Counselors, Teachers

**Problem Statements:** Demographics 3

**ESF Levers:** Lever 3: Positive School Culture

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## Strategy 6

LDMS will provide Tier 2 and Tier 3 behavioral interventions and individualized supports for students demonstrating persistent or repeated behavioral concerns, including PBIS Rewards Check-In/Check-Out, counseling, behavior intervention planning, parent collaboration, restorative supports, and other interventions based on individual student needs.

**Strategy's Expected Result/Impact:** Students with persistent behavioral needs will receive targeted support and progress monitoring, resulting in improved behavior, increased self-management, fewer repeated discipline referrals, and decreased ISS and OSS assignments.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principal over RTI, Assisyant Principal, Counselors, Teachers

**Problem Statements:** Demographics 3

**ESF Levers:** Lever 3: Positive School Culture

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### Goal 6 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| 3 | By May 2027, LDMS will reduce student disciplinary incidents by 5% while ensuring consistent and equitable implementation of campuswide behavior expectations and discipline practices. | Discipline referral data, ISS/OSS data, PBIS Rewards data, discipline data disaggregated by student group |

## Goal 7

By May 2027, LDMS will increase opportunities for student voice and input in campus decisions by establishing consistent structures for students to provide feedback, contribute ideas, and participate in decisions that impact their school experience.

**Evaluation Data Source:** Student leadership meeting agendas and meeting notes, attendance/participation records, student feedback collected during meetings and from surveys, and documentation of campus actions or decisions resulting from student input.

## Strategy 1

The campus principal will meet with a designated student leadership group at least quarterly to provide feedback, share student perspectives, identify areas of concern, propose solutions, and provide input on topics and decisions that impact the student experience.

**Strategy's Expected Result/Impact:** Students will have a consistent and meaningful avenue for communicating directly with campus leadership, resulting in increased student voice, ownership, leadership, and school connectedness.

**Staff Responsible for Monitoring:** Principal

**Problem Statements:** Perceptions 1, 3

**ESF Levers:** Lever 3: Positive School Culture

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## Strategy 2

LDMS will administer quarterly student surveys to gather feedback regarding campus culture, academics, safety, student supports, programs, procedures, and the overall student experience and will use survey results to identify trends and opportunities for campus improvement.

**Strategy's Expected Result/Impact:** Campus leadership will have regular student perception data to identify emerging concerns, evaluate student experiences, and make informed adjustments to campus practices while providing all students with an opportunity to have their voices heard.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Counselors

**Problem Statements:** Perceptions 1, 3

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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## Strategy 3

LDMS will provide students with opportunities to provide input and vote on appropriate campus decisions, including student activities, incentives, recognition opportunities, enrichment choices, themes, and other aspects of the student experience.

**Strategy's Expected Result/Impact:** Students will have authentic opportunities to influence appropriate campus decisions, resulting in increased ownership, engagement, leadership, and sense of belonging within the school community.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals

**Problem Statements:** Perceptions 3

**ESF Levers:** Lever 3: Positive School Culture

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## Strategy 4

LDMS administration will communicate with students regarding how their feedback and input were considered, actions taken in response to student feedback, and, when appropriate, the rationale when requested changes cannot be implemented.

**Strategy's Expected Result/Impact:** Students will have increased confidence that their perspectives are heard and considered, resulting in greater trust in campus leadership, student ownership, and school connectedness.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals

**Problem Statements:** School Processes & Programs 3 - Perceptions 1, 3

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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### Goal 7 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| 3 | Campus processes and expectations have not always been communicated and implemented consistently, contributing to confusion and inconsistent experiences for staff, students, and families. | Multiple communication platforms, changing procedures, and the absence of consistently implemented campuswide communication and monitoring systems have contributed to variations in how expectations and programs are understood and carried out. |

### Goal 7 Problem Statements Identifying Perceptions

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Stakeholder perception data indicate inconsistencies in how staff, students, and families experience and perceive campus communication, expectations, decision-making, and overall campus practices. | Frequent changes in campus administration and leadership direction over time have contributed to inconsistent communication, expectations, and decision-making. This lack of continuity has created uncertainty among staff, students, and families and has impacted trust and confidence in campus systems. |
| 3 | Students report a need for greater opportunities to provide meaningful input into campus decisions and their school experience. | Structures for gathering and incorporating student voice into campus decision-making have been limited and have not consistently provided broad representation of the student body. |

## Goal 8

By May 2027, LDMS will achieve a student attendance rate of at least 96%.

**Evaluation Data Source:** 2026-2027 final attendance data

### Strategy 1

LDMS will recognize and reward students for positive attendance at quarterly pep rallies and through other campus attendance incentives throughout the school year.

**Strategy's Expected Result/Impact:** Students will be motivated to attend school consistently, contributing to increased student attendance and a positive culture around regular school attendance.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Attendance Counselor, Attendance Clerk

**Problem Statements:** Demographics 1

**ESF Levers:** Lever 3: Positive School Culture

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### Strategy 2

The LDMS Attendance Committee will meet every two weeks to review campus and individual

student attendance data, identify trends and students with attendance concerns, and determine appropriate interventions and next steps.

**Strategy's Expected Result/Impact:** Attendance concerns will be identified and addressed early through consistent monitoring and timely intervention.

**Staff Responsible for Monitoring:** Assistant Principal, Attendance Counselor, Attendance Clerk

**Problem Statements:** Demographics 1

**ESF Levers:** Lever 1: Strong School Leadership and Planning

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## Strategy 3

LDMS will provide targeted interventions and supports for students with excessive or persistent absences based on identified attendance barriers and individual student and family needs.

**Strategy's Expected Result/Impact:** Students experiencing barriers to regular attendance will receive individualized support designed to reduce absences and improve attendance.

**Staff Responsible for Monitoring:** Assistant Principal, Attendance Clerk

**Problem Statements:** Demographics 1

**Title I:** 2.5.3

**ESF Levers:** Lever 3: Positive School Culture

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## Strategy 4

LDMS will consistently implement district and state attendance procedures for excessive absences, including required notifications, conferences, documentation, attendance improvement measures, and referral for appropriate legal action when required.

**Strategy's Expected Result/Impact:** Attendance concerns will be addressed consistently and in accordance with district and state requirements, resulting in increased family awareness and accountability and improved student attendance.

**Staff Responsible for Monitoring:** Assistant Principal, Attendance Clerk, Counselors, CIS

**Problem Statements:** Demographics 1

**ESF Levers:** Lever 3: Positive School Culture

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### Goal 8 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Student attendance remains below the campus target, with persistent and excessive absences limiting some students' consistent access to instruction. | Attendance data indicate that barriers to consistent attendance vary by student and family, requiring earlier identification, consistent monitoring, family communication, and individualized intervention to address attendance concerns before they become chronic. |

## Goal 9 ☑ High Priority

By May 2027, LDMS will reduce achievement gaps between the overall student population and identified student groups, including Economically Disadvantaged, Emergent Bilingual, and students receiving Special Education services, as measured by STAAR/EOC performance.

**Evaluation Data Source:** MAP data, CFA and unit assessment data, STAAR Interim data, STAAR/EOC data disaggregated by student group

### Strategy 1

LDMS instructional teams will regularly disaggregate MAP, CFA, unit assessment, STAAR Interim, and STAAR/EOC data by student group, including Economically Disadvantaged, Emergent Bilingual, and students receiving Special Education services, to identify achievement gaps, monitor progress, and determine areas requiring additional instructional support.

**Strategy's Expected Result/Impact:** Achievement gaps will be identified throughout the school year rather than solely after STAAR, allowing teachers and campus leaders to respond to emerging disparities with timely instructional adjustments and supports.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Department Heads, PLC Teams, Special Education Staff, ESL Teacher

**Problem Statements:** Demographics 2

**Title I:** 2.5.1

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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## Strategy 2

Teachers will consistently provide differentiated instructional supports, scaffolds, accommodations, and language supports within Tier I instruction based on identified student needs to increase access to and mastery of grade-level content for students in special populations.

**Strategy's Expected Result/Impact:** Students in identified student groups will have increased access to grade-level instruction and receive the supports necessary to demonstrate increased mastery of grade-level standards.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Department Heads, Teachers, Special Education Staff, ESL Teacher

**Problem Statements:** Demographics 2

**ESF Levers:** Lever 5: Effective Instruction

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## Strategy 3

During PLCs, instructional teams will review the performance and progress of identified student groups, including Economically Disadvantaged, Emergent Bilingual, and students receiving Special Education services, when analyzing student data and planning Tier I instruction, intervention, and enrichment.

**Strategy's Expected Result/Impact:** Teachers will intentionally consider the performance and instructional needs of identified student groups when planning and responding to student learning, resulting in more timely and targeted instructional supports.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Department Heads, PLC Teams

**Problem Statements:** Student Learning 2

**ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction

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## Goal 9 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Persistent achievement and growth gaps exist among student groups, particularly Economically Disadvantaged, Emergent Bilingual, and students receiving Special Education services. | Students within identified special populations have not consistently received the differentiated instructional supports, scaffolds, accommodations, and targeted interventions necessary to access and master grade-level content. |

## Goal 9 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Student performance data indicate persistent gaps in mastery of grade-level standards, particularly in mathematics and reading, with a need to increase achievement at the Approaches, Meets, and Masters Grade Level standards. | Tier I instruction and intervention have not consistently responded to identified student learning gaps through targeted instruction, ongoing progress monitoring, and timely instructional adjustments. |

# Priority 2 Priority 2: Increase Faculty and Staff Engagement

## Goal 1 ☑ High Priority

By May 2027, LDMS will increase staff engagement, trust, and intent to remain at LDMS as measured by annual staff perception survey results.

**Evaluation Data Source:** Staff perception surveys, staff retention data

### Strategy 1

LDMS administration will provide staff with timely, accurate, and transparent communication regarding campus expectations, decisions, changes, and upcoming events and will communicate the rationale for significant decisions when appropriate.

**Strategy's Expected Result/Impact:** Staff will report increased clarity, trust, and confidence in campus communication and leadership.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Secretary

**Problem Statements:** School Processes & Programs 3 - Perceptions 1

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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### Strategy 2

LDMS will intentionally recognize and celebrate staff throughout the school year through written and verbal praise, staff shout-outs, PBIS Rewards, and monthly appreciation activities.

**Strategy's Expected Result/Impact:** Staff will report increased feelings of appreciation, recognition, and belonging, contributing to improved staff engagement and campus culture.

**Staff Responsible for Monitoring:** Principal, Associate Principaal, Assistant Principals, Secretary

**Problem Statements:** Perceptions 4

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 3: Positive School Culture

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## Strategy 3

LDMS will provide a trained mentor for each new-to-teaching teacher and a campus buddy for experienced teachers who are new to LDMS to provide ongoing instructional, procedural, and relational support throughout the school year.

**Strategy's Expected Result/Impact:** New staff members will report increased support, confidence, and connection to the campus, contributing to successful onboarding and increased teacher retention.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Instructional Coach, Mentors, Buddies

**Problem Statements:** Perceptions 4

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 2: Strategic Staffing

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## Strategy 4

LDMS administration will provide ongoing opportunities for staff to provide input and feedback regarding campus practices, decisions, professional needs, and working conditions and will use staff feedback to inform campus improvements.

**Strategy's Expected Result/Impact:** Staff will report increased perceptions that their voice is valued and that they have meaningful opportunities to contribute to campus decisions and improvements.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals

**Problem Statements:** School Processes & Programs 3 - Perceptions 4

**ESF Levers:** Lever 1: Strong School Leadership and Planning

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## Strategy 5

LDMS administration will review staff perception and feedback data throughout the school year to identify trends related to trust, support, recognition, workload, professional learning, and intent to remain and will adjust campus practices in response to identified needs.

**Strategy's Expected Result/Impact:** Campus leadership will identify and respond to staff concerns in a timely manner, resulting in improved staff engagement, trust, support, and intent to remain at LDMS.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals

**Problem Statements:** Perceptions 1, 4

**ESF Levers:** Lever 1: Strong School Leadership and Planning

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## Strategy 6

LDMS administration will regularly review campus procedures, responsibilities, and staff workload to identify opportunities to streamline processes, reduce unnecessary demands, and protect staff time while maintaining campus and instructional priorities.

**Strategy's Expected Result/Impact:** Staff will experience more efficient campus processes and improved support for managing professional responsibilities, contributing to improved work/life balance, engagement, and retention.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals

**Problem Statements:** School Processes & Programs 3 - Perceptions 4

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning

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### Goal 1 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| 3 | Campus processes and expectations have not always been communicated and implemented consistently, contributing to confusion and inconsistent experiences for staff, students, and families. | Multiple communication platforms, changing procedures, and the absence of consistently implemented campuswide communication and monitoring systems have contributed to variations in how expectations and programs are understood and carried out. |

### Goal 1 Problem Statements Identifying Perceptions

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Stakeholder perception data indicate inconsistencies in how staff, students, and families experience and perceive campus communication, expectations, decision-making, and overall campus practices. | Frequent changes in campus administration and leadership direction over time have contributed to inconsistent communication, expectations, and decision-making. This lack of continuity has created uncertainty among staff, students, and families and has impacted trust and confidence in campus systems. |
| 4 | Staff perception data indicate a need to improve staff trust, recognition, work/life balance, and intent to remain at LDMS. | Inconsistent recognition, communication, opportunities for staff voice, and systems to support staff workload and well-being have contributed to lower levels of staff trust, engagement, and intent to remain. |

## Goal 2

By May 2027, LDMS will increase staff perceptions that their input is valued and considered in campus decisions through consistent opportunities for feedback, shared decision-making, and transparent communication.

**Evaluation Data Source:** Staff perception surveys and campus staff feedback surveys

## Strategy 1

LDMS will utilize the Guiding Coalition as a representative staff leadership team to provide input, identify campus needs, problem-solve challenges, and contribute to decisions related to campus improvement and instructional priorities.

**Strategy's Expected Result/Impact:** Staff will have increased representation in campus decision-making, resulting in greater ownership, trust, and confidence that staff perspectives are considered when determining campus priorities and practices.

**Staff Responsible for Monitoring:** Principal, Guiding Coalition Members

**Problem Statements:** Perceptions 4

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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## Strategy 2

LDMS will utilize department heads to represent their content areas by gathering teacher input, identifying instructional and department needs, collaborating with campus leadership to problem-solve concerns, and contributing to decisions related to curriculum, instruction, assessment, professional learning, and campus instructional priorities.

**Strategy's Expected Result/Impact:** Teachers will have increased voice in instructional decision-making, and campus decisions will be better informed by the needs and perspectives of each content area.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Department Heads

**Problem Statements:** School Processes & Programs 2 - Perceptions 4

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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## Strategy 3

LDMS will utilize grade-level team leads to represent their teams by gathering staff input, identifying grade-level and student needs, communicating concerns and potential solutions to campus leadership, and contributing to decisions related to campus procedures, student supports, culture, and grade-level operations.

**Strategy's Expected Result/Impact:**
Staff will have increased voice in decisions affecting their grade-level teams and students, resulting in stronger two-way communication, shared ownership, and responsiveness to staff and student needs.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Team Leads

**Problem Statements:** School Processes & Programs 3

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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## Strategy 4

LDMS will continue to include teachers and other appropriate staff members on interview committees for campus vacancies to provide staff voice and perspective in the selection of new team members.

**Strategy's Expected Result/Impact:** Staff will have meaningful opportunities to participate in staffing decisions, increasing ownership in building and maintaining effective campus teams.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals

**Problem Statements:** Perceptions 4

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 2: Strategic Staffing

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## Strategy 5

LDMS administration will provide ongoing opportunities for staff to share solution-oriented feedback regarding campus practices, procedures, and areas of concern and will use feedback to inform campus improvements and decision-making.

**Strategy's Expected Result/Impact:** Staff will have increased opportunities to contribute to campus improvement and decision-making, resulting in greater staff voice, shared ownership, trust, and confidence that their feedback is valued and considered.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals

**Problem Statements:** School Processes & Programs 1, 4 - Perceptions 4

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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### Goal 2 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Professional learning has not consistently provided teachers with the targeted support needed to strengthen content knowledge and implement high-quality instructional practices. | Teachers have had limited opportunities for content-specific professional development and sustained, job-embedded learning that includes collaborative planning, practice, feedback, and follow-up support. |
| 2 | Instructional processes and programs, including PLCs, data analysis, intervention, enrichment, and instructional expectations, are not implemented consistently across content areas and classrooms. | Campus systems for collaborative planning, monitoring implementation, and providing ongoing feedback and support have not been sufficiently consistent to ensure common expectations and fidelity across classrooms. |
| 3 | Campus processes and expectations have not always been communicated and implemented consistently, contributing to confusion and inconsistent experiences for staff, students, and families. | Multiple communication platforms, changing procedures, and the absence of consistently implemented campuswide communication and monitoring systems have contributed to variations in how expectations and programs are understood and carried out. |
| 4 | Professional learning has not consistently resulted in sustained implementation of identified campus instructional priorities and practices. | Professional development has not been consistently embedded into PLCs, coaching, classroom implementation, and follow-up monitoring. |

### Goal 2 Problem Statements Identifying Perceptions

| | Problem Statement | Root Cause |
|---|---|---|
| 4 | Staff perception data indicate a need to improve staff trust, recognition, work/life balance, and intent to remain at LDMS. | Inconsistent recognition, communication, opportunities for staff voice, and systems to support staff workload and well-being have contributed to lower levels of staff trust, engagement, and intent to remain. |

## Goal 3

By May 2027, LDMS will provide ongoing, job-embedded professional learning aligned to campus instructional priorities, high-quality instructional materials, classroom needs, and content-specific areas of growth to strengthen instructional practices.

**Evaluation Data Source:** Teachers will strengthen their instructional practices and increase their capacity to effectively implement high-quality instructional materials, analyze student learning, and respond to identified student needs.

## Strategy 1

LDMS will provide teachers with opportunities to participate in content-specific professional learning aligned to identified instructional needs, district curriculum, student data, and campus instructional priorities.

**Strategy's Expected Result/Impact:** Teachers will increase their content knowledge and instructional capacity and report that professional learning is more relevant and applicable to their classroom needs.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Instructional Coach, Department Heads

**Problem Statements:** School Processes & Programs 1, 4

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 5: Effective Instruction

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## Strategy 2

ELAR and Math teachers will participate in periodic half-day collaborative planning sessions to internalize upcoming lessons, review student work, analyze student data, and collaboratively plan for intervention and enrichment based on identified student needs.

**Strategy's Expected Result/Impact:** Teachers will have protected time to deepen their understanding of upcoming instruction and use student evidence to make instructional decisions, resulting in stronger instructional alignment and more targeted responses to student learning needs.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Instructional Coach, ELAR Department Head

**Problem Statements:** School Processes & Programs 2, 4

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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## Strategy 3

Math and ELAR teachers will continue to collaborate with ESC Region 11 partners to internalize and effectively implement district-adopted curriculum and strengthen content-specific instructional practices.

**Strategy's Expected Result/Impact:** Teachers will increase their understanding and effective implementation of district-adopted instructional materials, resulting in stronger alignment to grade-level standards and increased instructional consistency.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Instructional Coach, ELAR and Math Department Heads

**Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1, 2, 4 - Perceptions 4

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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## Strategy 4

Campus administrators and instructional leaders will provide job-embedded coaching and timely, bite-sized feedback following classroom observations, with follow-up support to assist teachers in implementing identified instructional practices.

**Strategy's Expected Result/Impact:** Teachers will receive timely and actionable feedback that supports continuous improvement and increases the consistent implementation of effective instructional practices.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Instructional Coach

**Problem Statements:** School Processes & Programs 1, 2, 4

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 5: Effective Instruction

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## Strategy 5

LDMS will gather staff input regarding professional learning needs and areas in which additional instructional support is needed and use this feedback, along with student and classroom data, to plan relevant and targeted professional learning opportunities.

**Strategy's Expected Result/Impact:** Professional learning will be responsive to identified teacher and student needs, and staff will have meaningful input into the professional learning opportunities provided.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Instructional Coach

**Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1, 2, 4

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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## Strategy 6

Campus administrators will participate in T-TESS calibration activities at least once per month to strengthen consistency in classroom observation, evaluation, instructional feedback, and identification of campuswide instructional trends.

**Strategy's Expected Result/Impact:** Administrators will increase consistency in identifying effective instructional practices and areas for growth, resulting in more aligned, actionable, and reliable feedback and coaching for teachers.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals

**Problem Statements:** School Processes & Programs 1, 2

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

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## Goal 3 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | 7th Grade Math continues to be the greatest area of academic need, with 25.14% of students achieving Approaches, 5.59% achieving Meets, and 0.56% achieving Masters on the 2026 STAAR assessment. | Math instruction has lacked consistent implementation of grade-level curriculum, instructional practices, formative assessment, and timely response to identified student learning gaps. |

| | | |
|---|---|---|
| 2 | Student performance data indicate persistent gaps in mastery of grade-level standards, particularly in mathematics and reading, with a need to increase achievement at the Approaches, Meets, and Masters Grade Level standards. | Tier I instruction and intervention have not consistently responded to identified student learning gaps through targeted instruction, ongoing progress monitoring, and timely instructional adjustments. |

**Goal 3 Problem Statements Identifying School Processes & Programs**

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Professional learning has not consistently provided teachers with the targeted support needed to strengthen content knowledge and implement high-quality instructional practices. | Teachers have had limited opportunities for content-specific professional development and sustained, job-embedded learning that includes collaborative planning, practice, feedback, and follow-up support. |
| 2 | Instructional processes and programs, including PLCs, data analysis, intervention, enrichment, and instructional expectations, are not implemented consistently across content areas and classrooms. | Campus systems for collaborative planning, monitoring implementation, and providing ongoing feedback and support have not been sufficiently consistent to ensure common expectations and fidelity across classrooms. |
| 4 | Professional learning has not consistently resulted in sustained implementation of identified campus instructional priorities and practices. | Professional development has not been consistently embedded into PLCs, coaching, classroom implementation, and follow-up monitoring. |

**Goal 3 Problem Statements Identifying Perceptions**

| | Problem Statement | Root Cause |
|---|---|---|
| 4 | Staff perception data indicate a need to improve staff trust, recognition, work/life balance, and intent to remain at LDMS. | Inconsistent recognition, communication, opportunities for staff voice, and systems to support staff workload and well-being have contributed to lower levels of staff trust, engagement, and intent to remain. |

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

## Goal 1 ☑ High Priority

By May 2027, LDMS will improve family perceptions of the campus by strengthening trust, transparency, and confidence in campus leadership, programs, and practices.

**Evaluation Data Source:** Parent perception survey data

### Strategy 1

LDMS administration will provide ongoing opportunities for families to provide feedback regarding campus programs, practices, and areas of concern and will use feedback to inform campus decisions and improvements.

**Strategy's Expected Result/Impact:** Families will have increased opportunities to provide input and will demonstrate increased trust and confidence in campus leadership and practices.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals

**Problem Statements:** Perceptions 1

**ESF Levers:** Lever 1: Strong School Leadership and Planning

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### Strategy 2

LDMS administration will communicate the rationale for significant campus decisions, changes, and expectations and provide follow-up information when appropriate to increase transparency with families.

**Strategy's Expected Result/Impact:** Families will have a clearer understanding of campus decisions, expectations, and practices, resulting in increased trust, transparency, and confidence in campus leadership.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals

**Problem Statements:** School Processes & Programs 3

**ESF Levers:** Lever 1: Strong School Leadership and Planning

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## Strategy 3

LDMS administration will maintain accessible and responsive communication with families by providing opportunities for families to ask questions, share concerns, and engage directly with campus leadership.

**Strategy's Expected Result/Impact:** Families will feel heard, valued, and supported, resulting in stronger relationships between families and the campus and improved perceptions of LDMS.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Counselors

**Problem Statements:** School Processes & Programs 3 - Perceptions 1, 2

**ESF Levers:** Lever 3: Positive School Culture

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## Strategy 4

LDMS administration will review family perception and feedback data throughout the school year to identify trends, areas of concern, and opportunities for improvement and will adjust campus practices as appropriate.

**Strategy's Expected Result/Impact:** Campus leadership will use family perception data to make responsive improvements in campus practices, resulting in increased family trust, confidence, and positive perceptions of LDMS.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals

**Problem Statements:** Perceptions 1

**ESF Levers:** Lever 1: Strong School Leadership and Planning

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### Goal 1 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| 3 | Campus processes and expectations have not always been communicated and implemented consistently, contributing to confusion and inconsistent experiences for staff, students, and families. | Multiple communication platforms, changing procedures, and the absence of consistently implemented campuswide communication and monitoring systems have contributed to variations in how expectations and programs are understood and carried out. |

### Goal 1 Problem Statements Identifying Perceptions

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Stakeholder perception data indicate inconsistencies in how staff, students, and families experience and perceive campus communication, expectations, decision-making, and overall campus practices. | Frequent changes in campus administration and leadership direction over time have contributed to inconsistent communication, expectations, and decision-making. This lack of continuity has created uncertainty among staff, students, and families and has impacted trust and confidence in campus systems. |
| 2 | Families continue to report inconsistencies in communication regarding student progress, expectations, academics, and campus initiatives. | Campus communication has not been consistently coordinated across staff and communication channels, resulting in differences in the timing, clarity, and consistency of information families receive. |

## Goal 2

By May 2027, LDMS will improve the consistency, clarity, and effectiveness of communication with families regarding student academics, campus expectations, programs, and events.

**Evaluation Data Source:** Parent perception survey data, ParentSquare communication/engagement data

### Strategy 1

LDMS will provide families with weekly campus communication regarding important dates, upcoming events, programs, academic information, campus expectations, and other relevant information through established campus communication platforms.

**Strategy's Expected Result/Impact:** Families will receive consistent, timely, and predictable information, resulting in increased awareness and understanding of campus academics, expectations, programs, events, and opportunities.

**Staff Responsible for Monitoring:** Principal

**Problem Statements:** School Processes & Programs 3 - Perceptions 1

**ESF Levers:** Lever 1: Strong School Leadership and Planning

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## Strategy 2

Grade-level teams and departments will provide families with a biweekly newsletter that communicates upcoming learning, important dates, academic expectations, assessments, classroom or department updates, and opportunities for students and families.

**Strategy's Expected Result/Impact:** Families will receive consistent and relevant grade-level and content-specific information, increasing their understanding of student learning, academic expectations, and upcoming opportunities.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Department Heads, Grade-Level Team Leads

**Problem Statements:** School Processes & Programs 3

**ESF Levers:** Lever 1: Strong School Leadership and Planning

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## Strategy 3

Teachers will communicate with families throughout the school year regarding individual student academic progress, identified areas of need, and available academic supports, including intervention and Accelerated Instruction when applicable, particularly when students are not demonstrating mastery of grade-level expectations.

**Strategy's Expected Result/Impact:** Families will have a clearer understanding of their student's academic progress and areas of need, allowing for timely collaboration between families and teachers to support student success.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Department Heads, Teachers

**Problem Statements:** Demographics 2 - School Processes & Programs 3 - Perceptions 2

**ESF Levers:** Lever 5: Effective Instruction

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## Strategy 4

LDMS will streamline family communication by utilizing established district and campus communication platforms and coordinating campus messages to reduce duplication, conflicting information, and unnecessary communication across multiple channels.

**Strategy's Expected Result/Impact:** Families will experience clearer and more organized communication, making important campus and student information easier to access and understand.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Campus Secretary

**Problem Statements:** School Processes & Programs 3

**ESF Levers:** Lever 1: Strong School Leadership and Planning

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### Goal 2 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Persistent achievement and growth gaps exist among student groups, particularly Economically Disadvantaged, Emergent Bilingual, and students receiving Special Education services. | Students within identified special populations have not consistently received the differentiated instructional supports, scaffolds, accommodations, and targeted interventions necessary to access and master grade-level content. |

### Goal 2 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| 3 | Campus processes and expectations have not always been communicated and implemented consistently, contributing to confusion and inconsistent experiences for staff, students, and families. | Multiple communication platforms, changing procedures, and the absence of consistently implemented campuswide communication and monitoring systems have contributed to variations in how expectations and programs are understood and carried out. |

### Goal 2 Problem Statements Identifying Perceptions

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Stakeholder perception data indicate inconsistencies in how staff, students, and families experience and perceive campus communication, expectations, decision-making, and overall campus practices. | Frequent changes in campus administration and leadership direction over time have contributed to inconsistent communication, expectations, and decision-making. This lack of continuity has created uncertainty among staff, students, and families and has impacted trust and confidence in campus systems. |
| 2 | Families continue to report inconsistencies in communication regarding student progress, expectations, academics, and campus initiatives. | Campus communication has not been consistently coordinated across staff and communication channels, resulting in differences in the timing, clarity, and consistency of information families receive. |

## Goal 3

By May 2027, LDMS will increase meaningful family and community engagement by providing opportunities for families to participate in academic, informational, extracurricular, and community-building activities throughout the school year.

**Evaluation Data Source:** Campus event participation/sign-in data, parent engagement data, parent perception survey data

### Strategy 1

LDMS will provide families and community members with opportunities throughout the school year to participate in student performances, extracurricular activities, recognition events, academic events, and other campus community-building activities.

**Strategy's Expected Result/Impact:** Increased opportunities for participation will strengthen family and community connections to LDMS and increase engagement in students' academic and extracurricular experiences.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Counselors, Guiding Coalition, Teachers, Coaches, Fine Arts Directors, Club and Organization Sponsors

**Problem Statements:** School Processes & Programs 3 - Perceptions 1

**ESF Levers:** Lever 3: Positive School Culture

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## Strategy 2

LDMS will host a Fall Meet the Teacher & Parent Information Night to provide families opportunities to meet teachers and campus staff, learn about academic expectations and campus programs, receive information regarding student supports and resources, and strengthen partnerships between families and the school.

**Strategy's Expected Result/Impact:** LDMS will host a Fall Meet the Teacher & Parent Information Night to provide families opportunities to meet teachers and campus staff, learn about academic expectations and campus programs, receive information regarding student supports and resources, and strengthen partnerships between families and the school.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Counselors, Department Heads, Teacher

**Problem Statements:** School Processes & Programs 3 - Perceptions 1, 2

**ESF Levers:** Lever 3: Positive School Culture

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## Strategy 3

LDMS will provide regular Rising 6th Grade family newsletters throughout the summer to communicate important dates, registration information, campus expectations, academic and extracurricular opportunities, student supports, transition information, and other resources needed to prepare students and families for middle school.

**Strategy's Expected Result/Impact:** Incoming 6th grade families will receive timely and consistent information throughout the summer, increasing family preparedness, reducing uncertainty, and supporting a successful transition to LDMS.

**Staff Responsible for Monitoring:** Principal, 6th Grade Assistant Principal, Counselors

**Problem Statements:** School Processes & Programs 3 - Perceptions 2

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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### Goal 3 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| 3 | Campus processes and expectations have not always been communicated and implemented consistently, contributing to confusion and inconsistent experiences for staff, students, and families. | Multiple communication platforms, changing procedures, and the absence of consistently implemented campuswide communication and monitoring systems have contributed to variations in how expectations and programs are understood and carried out. |

### Goal 3 Problem Statements Identifying Perceptions

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Stakeholder perception data indicate inconsistencies in how staff, students, and families experience and perceive campus communication, expectations, decision-making, and overall campus practices. | Frequent changes in campus administration and leadership direction over time have contributed to inconsistent communication, expectations, and decision-making. This lack of continuity has created uncertainty among staff, students, and families and has impacted trust and confidence in campus systems. |
| 2 | Families continue to report inconsistencies in communication regarding student progress, expectations, academics, and campus initiatives. | Campus communication has not been consistently coordinated across staff and communication channels, resulting in differences in the timing, clarity, and consistency of information families receive. |

## Goal 4 ☑ High Priority

By May 2027, LDMS will increase families' understanding of their student's academic performance, progress, and available academic supports.

**Evaluation Data Source:** Parent perception survey data, ParentSquare communication data

### Strategy 1

LDMS will provide families with their student's NWEA MAP Growth results following the fall, winter, and spring assessment administrations, along with information to help families understand their student's performance and growth.

**Strategy's Expected Result/Impact:** Families will have increased understanding of their student's academic performance and growth throughout the school year and will be better equipped to support learning at home.

**Staff Responsible for Monitoring:** Principal, Associate Principal, ssistant Principals, Instructional Coach, Teachers

**Problem Statements:** School Processes & Programs 3 - Perceptions 2

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## Strategy 2

LDMS will provide families with information regarding their student's STAAR and STAAR Interim performance, including identified areas of strength and need, to help families understand their student's progress toward mastery of grade-level standards.

**Strategy's Expected Result/Impact:** Families will have increased understanding of their student's progress toward grade-level mastery and will be better informed about areas of strength, identified learning needs, and academic progress throughout the school year.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach, Core Content Teachers

**Problem Statements:** School Processes & Programs 3 - Perceptions 2

**ESF Levers:** Lever 5: Effective Instruction

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## Strategy 3

Provide families with information and support for accessing Skyward, Canvas, and other district-approved platforms to monitor grades, assignments, attendance, and academic progress.

**Strategy's Expected Result/Impact:** Families will have increased access to current student information, allowing them to monitor academic progress and identify areas of concern throughout the school year.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Counselors, Teachers

**Problem Statements:** School Processes & Programs 3 - Perceptions 2

**ESF Levers:** Lever 1: Strong School Leadership and Planning

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## Strategy 4

LDMS will provide families with resources and guidance throughout the school year to help them understand grade-level learning expectations and ways to support student learning at home.

**Strategy's Expected Result/Impact:** Families will increase their knowledge of grade-level academic expectations and strategies they can use to support their student's learning and academic success.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Instructional Coach, Department Heads, Teachers

**Problem Statements:** School Processes & Programs 3 - Perceptions 2

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### Goal 4 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| 3 | Campus processes and expectations have not always been communicated and implemented consistently, contributing to confusion and inconsistent experiences for staff, students, and families. | Multiple communication platforms, changing procedures, and the absence of consistently implemented campuswide communication and monitoring systems have contributed to variations in how expectations and programs are understood and carried out. |

### Goal 4 Problem Statements Identifying Perceptions

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Families continue to report inconsistencies in communication regarding student progress, expectations, academics, and campus initiatives. | Campus communication has not been consistently coordinated across staff and communication channels, resulting in differences in the timing, clarity, and consistency of information families receive. |

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

## Goal 1

By May 2027, LDMS will ensure campus funds are strategically allocated, monitored, and expended in alignment with identified campus needs, CIP priorities, and student achievement goals.

**Evaluation Data Source:** budget reports, expenditure reports, Title I/federal program expenditure documentation, and Campus Improvement Plan.

### Strategy 1

LDMS administration will develop and manage the campus budget to ensure available resources are strategically allocated to identified campus needs, CIP priorities, and student achievement goals.

**Strategy's Expected Result/Impact:** Campus resources will be intentionally directed toward programs, personnel, materials, and supports that address identified campus needs and priorities.

**Staff Responsible for Monitoring:** Principal, Campus Secretary

**Problem Statements:** Demographics 2 - Student Learning 1 - School Processes & Programs 4

**Funding Sources:** Campus budget allocations, budget and expenditure reports, CIP and comprehensive needs assessment data 199 General Funds,

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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### Strategy 2

LDMS administration will regularly review campus budgets, expenditures, and available balances throughout the school year to ensure funds are expended responsibly, efficiently, and within established budget parameters.

**Strategy's Expected Result/Impact:** Regular budget monitoring will support responsible fiscal management and maximize the effective use of available campus resources.

**Staff Responsible for Monitoring:** Principal, Campus Secretary

**ESF Levers:** Lever 1: Strong School Leadership and Planning

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## Strategy 3

LDMS will strategically utilize Title I and other available federal funds to address identified student needs and support the goals and strategies outlined in the Campus Improvement Plan.

**Strategy's Expected Result/Impact:** Title I and federal funds will be used to provide supplemental resources and supports that directly address needs identified through the comprehensive needs assessment.

**Staff Responsible for Monitoring:** Principal, Campus Secretary

**Problem Statements:** Demographics 2 - Student Learning 1 - School Processes & Programs 4

**Funding Sources:** Title I/federal fund allocations, expenditure reports, CIP documentation, and federal program guidance 211 - Title I, Part A,

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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### Goal 1 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Persistent achievement and growth gaps exist among student groups, particularly Economically Disadvantaged, Emergent Bilingual, and students receiving Special Education services. | Students within identified special populations have not consistently received the differentiated instructional supports, scaffolds, accommodations, and targeted interventions necessary to access and master grade-level content. |

### Goal 1 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | 7th Grade Math continues to be the greatest area of academic need, with 25.14% of students achieving Approaches, 5.59% achieving Meets, and 0.56% achieving Masters on the 2026 STAAR assessment. | Math instruction has lacked consistent implementation of grade-level curriculum, instructional practices, formative assessment, and timely response to identified student learning gaps. |

### Goal 1 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| 4 | Professional learning has not consistently resulted in sustained implementation of identified campus instructional priorities and practices. | Professional development has not been consistently embedded into PLCs, coaching, classroom implementation, and follow-up monitoring. |

## Goal 2

By May 2027, LDMS will maintain a safe and secure learning environment through consistent implementation, monitoring, and evaluation of campus safety and emergency response procedures.

**Evaluation Data Source:** Emergency drill documentation, safety audit data, Centegix records, Sentinel visitor management records, Say Something reports, required safety training documentation

### Strategy 1

LDMS administration will collaborate with staff and the campus SRO to implement and monitor campus safety procedures. Emergency drills will be conducted throughout the school year in accordance with district and state requirements.

**Strategy's Expected Result/Impact:** Staff and students will demonstrate increased preparedness and consistent implementation of campus safety and emergency response procedures.

**Staff Responsible for Monitoring:** Principal, Campus SRO

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Strategy 2

LDMS will utilize the Say Something anonymous reporting system and Centegix alert system to identify and respond to potential safety concerns. Administration will monitor student technology reports and other safety reports throughout the school year.

**Strategy's Expected Result/Impact:** Potential safety concerns will be identified and addressed in a timely manner, supporting proactive intervention and a safe and secure campus environment.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Campus SRO, Counselors

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 3

LDMS staff will receive annual training on Emergency Response Protocols and campus safety procedures. Staff will review expectations throughout the school year as needed to maintain readiness.

**Strategy's Expected Result/Impact:** Staff will demonstrate increased knowledge, confidence, and readiness to appropriately implement emergency response and campus safety protocols.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Campus SRO

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 4

LDMS will maintain a Behavioral Threat Assessment Team whose members remain current on all required training. The team will follow established procedures to assess and respond to identified threats or concerning behaviors.

**Strategy's Expected Result/Impact:** Potential threats and concerning behaviors will be identified, assessed, and addressed through consistent implementation of behavioral threat assessment procedures.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Counselors, Campus SRO, Behavioral Threat Assessment Team

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 5

LDMS will maintain a safety response team to review and respond to safety concerns received through the Say Something anonymous reporting system. The team will follow established procedures to ensure concerns are addressed appropriately and in a timely manner.

**Strategy's Expected Result/Impact:** Safety concerns will be reviewed and addressed promptly and consistently to support proactive intervention and maintain student and staff safety.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Counselors, Campus SRO, Safety Response Team

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 6

LDMS will train staff on the use of Centegix and Sentinel and consistently utilize campus safety systems for visitor management and emergency response procedures throughout the school year.

**Strategy's Expected Result/Impact:** Consistent use of campus safety and visitor management systems will strengthen access control, emergency communication, and overall campus security.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Campus SRO, Front Office Staff

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 7

Campus administrators will regularly monitor the implementation of established schoolwide routines and expectations and provide timely feedback to staff regarding strengths, inconsistencies, and areas requiring reteaching or improved implementation.

**Strategy's Expected Result/Impact:** Schoolwide routines and expectations will be implemented more consistently across campus, resulting in increased student supervision, orderly transitions, reduced opportunities for inappropriate behavior, and a safer and more predictable school environment.

**Staff Responsible for Monitoring:** Administrator walkthrough documentation, implementation monitoring records, staff feedback documentation, discipline data, and common-area observation data

**Problem Statements:** Demographics 3 - School Processes & Programs 3

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 8

LDMS administrators will develop and implement a passing-period duty schedule that strategically positions staff in hallways, restrooms, and identified campus hotspots during each passing period to provide active supervision and reinforce schoolwide expectations.

**Strategy's Expected Result/Impact:** Increased adult visibility and active supervision will support orderly student transitions, reduce opportunities for unsafe or inappropriate behavior, and increase student safety in common areas.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Assigned Duty Staff

**Problem Statements:** Demographics 3 - School Processes & Programs 3

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 9

LDMS will utilize the PBIS Rewards digital Hall Pass system to monitor and document student movement outside of assigned instructional areas during the school day and identify patterns requiring administrative or instructional follow-up.

**Strategy's Expected Result/Impact:** Campus staff will have increased visibility and accountability regarding student movement, resulting in reduced unauthorized time outside of class, increased instructional time, and improved campus safety.

**Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Teachers

**Problem Statements:** Demographics 3 - School Processes & Programs 3

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Goal 2 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| 3 | By May 2027, LDMS will reduce student disciplinary incidents by 5% while ensuring consistent and equitable implementation of campuswide behavior expectations and discipline practices. | Discipline referral data, ISS/OSS data, PBIS Rewards data, discipline data disaggregated by student group |

## Goal 2 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| 3 | Campus processes and expectations have not always been communicated and implemented consistently, contributing to confusion and inconsistent experiences for staff, students, and families. | Multiple communication platforms, changing procedures, and the absence of consistently implemented campuswide communication and monitoring systems have contributed to variations in how expectations and programs are understood and carried out. |

# Funding Summary

# Funding Summary

## 199 General Funds

| Priority | Goal | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 4 | 1 | 1 | Campus budget allocations, budget and expenditure reports, CIP and comprehensive needs assessment data | -- | $0.00 |
| | | | | **Sub-Total** | $0.00 |

## 199 State Compensatory Education (SCE)

| Priority | Goal | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 5 | 2 | | -- | $0.00 |
| | | | | **Sub-Total** | $0.00 |

## 211 - Title I, Part A

| Priority | Goal | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 2 | 6 | CIS partnership/services, academic support materials, student/family resources, food, clothing, school supplies, and community resource partnerships | -- | $0.00 |
| 1 | 6 | 2 | PBIS Rewards platform, student store incentives and rewards, recognition materials, and supplies needed to operate the student store | -- | $0.00 |
| 4 | 1 | 3 | Title I/federal fund allocations, expenditure reports, CIP documentation, and federal program guidance | -- | $0.00 |
| | | | | **Sub-Total** | $0.00 |

# Lake Dallas Independent School District

# Lake Dallas High School

## 2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
August 26, 2026 at 08:05 PM

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# Comprehensive Needs Assessment

# Demographics

## Summary

Campus enrollment has remained fairly consistent over the last few years with about 1200 students. Since 2014-2015, the Economically Disadvantaged student population has hovered around 40%. For the 2025-2026 school year, the Economically Disadvantaged student population was 35%.

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

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

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

For the 2025-2026 school year, the At-Risk student population was 34%.

## Strengths

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

# Problem Statements Identifying Demographics Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Our EB populations score significantly lower on English I and English II EOCs. | Increasing numbers of this sub-populations, combined with overlapping categories of challenge (mobility rates, ELLs, etc.) create barriers to learning. |

★ = Priority

# Student Learning

## Summary

Lake Dallas High School's 2025-26 Student Achievement Domain score is 93 out of 100, earning an "A" rating, with strong performance across all three measured components: STAAR Performance (scaled score 89, 40% weight), College, Career and Military Readiness (scaled score 93, 40% weight), and Graduation Rate (scaled score 100, 20% weight). On the 2025-2026 STAAR assessment, All Students performance stands at 88% Approaches Grade Level or Above, 67% Meets Grade Level or Above, and 22% Masters Grade Level, with subject-level performance strongest in Social Studies (97% Approaches, 80% Meets, 45% Masters) and Science (96% Approaches, 75% Meets, 31% Masters), and comparatively lower performance in Mathematics (87% Approaches, 48% Meets, 17% Masters) and Reading (81% Approaches, 65% Meets, 11% Masters). Graduation outcomes remain a consistent strength, with the Class of 2025 four-year graduation rate at 98.5%, the Class of 2024 five-year rate at 100.0%, and the Class of 2023 six-year rate at 99.4%, alongside an annual dropout rate of just 0.3% for 2024-2025. College, Career, and Military Readiness data for 2024-2025 shows 92.2% of graduates (307 of 333) met CCMR criteria, with 74% meeting TSI criteria in both ELA/Reading and Math, 16% earning dual course credit, 23% earning an industry-based certification, and 14% meeting a criterion score on an AP/IB exam.

## Strengths

The campus's overall "A" Student Achievement rating of 93 reflects balanced strength across all three accountability components rather than reliance on a single measure, positioning LDHS well for sustained high performance going into 2025-26. Graduation outcomes represent a particular area of strength, with four-, five-, and six-year rates all at or above 98.5% across the most recent three cohorts and an annual dropout rate under half a percent, indicating the campus is effectively retaining and graduating students once they reach the upper grades. CCMR performance is similarly strong, with over 92% of the Class of 2025 meeting a CCMR indicator, driven largely by high TSI attainment (74% meeting criteria in both ELA/Reading and Math) and meaningful participation in industry-based certification (23%) and dual credit (16%) pathways, both of which reflect the strength of the campus's CTE and dual credit infrastructure. STAAR performance shows clear strength in Science and Social Studies, where Masters-level performance (31% and 45% respectively) substantially exceeds Mathematics (17%) and Reading (11%), suggesting instructional practices in those content areas may offer transferable strategies for improvement planning in ELA and Math. Additionally, subgroup data shows Special Education and Economically Disadvantaged students achieving 100% four-year graduation and CCMR-adjacent participation rates in several categories comparable to or approaching all-student averages, reflecting effective support structures for historically underserved populations that should be documented and sustained as part of this improvement plan.

# Problem Statements Identifying Student Learning Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | We have less than 20% of students reaching a score of Masters on EOC exams in English I & II, and Algebra. | Lack of tier 1 differentiated instruction, lack of teachers focusing on essential standards. |
| 2 ★ | EOC assessment data shows that 20% of our students are not performing at a satisfactory level across all 5 standardized tests. | Lack of tier 1 differentiated instruction, lack of teachers focusing on essential standards. |
| 3 ★ | Some students have consistent absences, resulting in a loss of instruction time. This also results in a lack of funding. | Lack of connection at school, lack of parent involvement with school |
| 4 | Our EB populations score significantly lower on English I and English II EOCs. | Increasing numbers of this sub-populations, combined with overlapping categories of challenge (mobility rates, ELLs, etc.) create barriers to learning. |

★ = Priority

# School Processes & Programs

## Summary

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

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

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

Bluebonnet math will be utilized for Algebra 1.

## Strengths

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

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

# Problem Statements Identifying School Processes & Programs Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | EOC assessment data shows that 20% of our students are not performing at a satisfactory level across all 5 standardized tests. | Lack of tier 1 differentiated instruction, lack of teachers focusing on essential standards. |
| 2 ★ | Some parents have communicated that they do not feel as though they are informed on college readiness, programs of study, and opportunities to support students. | Lack of systemic communication, lack of opportunities for parents to engage with counseling staff |
| 3 ★ | Not 100% of students are graduating college, career, or military ready | Lack of understanding of the importance, lack of knowledge of IBCs, not adequate test prep, not timely and proper about the college process |
| 4 | We have less than 20% of students reaching a score of Masters on EOC exams in English I & II, and Algebra. | Lack of tier 1 differentiated instruction, lack of teachers focusing on essential standards. |
| 5 ★ | Some students have consistent absences, resulting in a loss of instruction time. This also results in a lack of funding. | Lack of connection at school, lack of parent involvement with school |

| | | |
|---|---|---|
| 6 ★ | There has not been alignment within the departments and the budget. | Lack of understanding and knowledge |

★ = Priority

# Perceptions

## Summary

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

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

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

## Strengths

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

# Problem Statements Identifying Perceptions Needs

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

★ = Priority

# Priority Problem Statements

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | Some parents have communicated that they do not feel as though they are informed on college readiness, programs of study, and opportunities to support students. | Lack of systemic communication, lack of opportunities for parents to engage with counseling staff |
| 2 ★ | Some students have consistent absences, resulting in a loss of instruction time. This also results in a lack of funding. | Lack of connection at school, lack of parent involvement with school |
| 3 ★ | EOC assessment data shows that 20% of our students are not performing at a satisfactory level across all 5 standardized tests. | Lack of tier 1 differentiated instruction, lack of teachers focusing on essential standards. |
| 4 ★ | Not 100% of students are graduating college, career, or military ready | Lack of understanding of the importance, lack of knowledge of IBCs, not adequate test prep, not timely and proper about the college process |
| 5 ★ | We have ESL students who have been in our system for years that are still struggling with reading and writing skills. | Lack of foundational skills for reading and writing. |
| 6 ★ | There has not been alignment within the departments and the budget. | Lack of understanding and knowledge |

★ = Priority

# Data Documentation for CNA

# Data Documentation for CNA

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

- ☑ **State and federally required assessment information**
- ☑ **STAAR current and longitudinal results, including all versions**
- ☑ **STAAR End-of-Course current and longitudinal results, including all versions**
- ☑ **STAAR Emergent Bilingual (EB) progress measure data**
- ☑ **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- ☑ **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**
- ☑ **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**

- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **PSAT**
- [x] **Student failure and/or retention rates**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**
- [x] **Grades that measure student performance based on the TEKS**

## Student Data: Student Groups

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

## Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Discipline records**

- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

## Employee Data

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

## Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

## Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**

# Priorities

# Priority 1 Priority 1: Improve student academic performance

## Goal 1 ☑ High Priority

By May 2027, LDHS will increase achievement in STAAR/EOC scores by 5% on meets and masters for all EOC subjects.

**Evaluation Data Source:** STAAR/ EOC scores,Interim Data, Summative and Formative Assessment Data

### Strategy 1

LDHS will implement PLC planning opportunities for core teachers at least once a month. EOC tested subjects have common planning time.

**Strategy's Expected Result/Impact:** Alignment among courses.

**Staff Responsible for Monitoring:** Administration, Instructional Coach

**Problem Statements:** Student Learning 2 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 3 - Curriculum, Instruction, and Assessment 3

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Strategy 2

Each core department will have a common 9 week assessment over essential standards.

**Strategy's Expected Result/Impact:** Targeted progress monitoring will help ensure student mastery of essential standards.

**Staff Responsible for Monitoring:** Administration and Instructional Coach
Lead: APs over each department

**Problem Statements:** Student Learning 2 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 3 - Curriculum, Instruction, and Assessment 3

#### Formative Reviews

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|---|---|---|---|

## Strategy 3

LDHS will implement an MTSS system focusing on 9th and 10th grade students in English I and II.

**Strategy's Expected Result/Impact:** Identifying students who need additional support.

**Staff Responsible for Monitoring:** MTSS team-Wilson, Nay, administrators

**Problem Statements:** Student Learning 2 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 3 - Curriculum, Instruction, and Assessment 3

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Goal 1 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | EOC assessment data shows that 20% of our students are not performing at a satisfactory level across all 5 standardized tests. | Lack of tier 1 differentiated instruction, lack of teachers focusing on essential standards. |

### Goal 1 Problem Statements Identifying Student Achievement

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | EOC assessment data shows that 20% of our students are not performing at a satisfactory level across all 5 standardized tests. | Lack of tier 1 differentiated instruction, lack of teachers focusing on essential standards. |

### Goal 1 Problem Statements Identifying School Processes & Programs

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

### Goal 1 Problem Statements Identifying School Culture and Climate

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

### Goal 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

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

## Goal 2

By May 2027, LDHS will increase student attendance rate to 95%.

### Strategy 1

LDHS will implement a attendance monitoring process to intervene with students at risk of losing credit.

**Strategy's Expected Result/Impact:** Reduce students who are losing credit for courses due to absences.

**Staff Responsible for Monitoring:** Administration & Counselors
Lead: Watkins

**Problem Statements:** Student Learning 3 - School Processes & Programs 5 - School Culture and Climate 1 - Family and Community Engagement 1

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Strategy 2

LDHS will implement seat time protocols for credit recovery during the school year.

**Staff Responsible for Monitoring:** Administration, Counselors
Lead: Watkins

**Problem Statements:** Student Learning 3 - School Processes & Programs 5 - School Culture and Climate 1 - Family and Community Engagement 1

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Goal 2 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 3 | Some students have consistent absences, resulting in a loss of instruction time. This also results in a lack of funding. | Lack of connection at school, lack of parent involvement with school |

### Goal 2 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| 5 | Some students have consistent absences, resulting in a loss of instruction time. This also results in a lack of funding. | Lack of connection at school, lack of parent involvement with school |

### Goal 2 Problem Statements Identifying School Culture and Climate

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

### Goal 2 Problem Statements Identifying Family and Community Engagement

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

## Goal 3 ☑ High Priority

By May 2027, 95% of LDHS seniors will meet CCMR criteria.

## Strategy 1

Provide multiple opportunities for students to gain CCMR through IBCs. This year we are having all CTE teachers take their course IBCs and are requiring all students to take the IBC.

**Strategy's Expected Result/Impact:** Increase in the number of students who pass their IBC.

**Staff Responsible for Monitoring:** Administration, Counselors

**Problem Statements:** School Processes & Programs 3 - School Culture and Climate 4 - Curriculum, Instruction, and Assessment 4

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Strategy 2

LDHS will provide multiple opportunities for students to meet CCMR through administration of the TSIA, SAT, and Texas College Bridge for English. We are also implementing a TSI prep course for students who have not earned a college or career point.

**Strategy's Expected Result/Impact:** Increase in the number of students who are college ready based off of TSI score.

**Staff Responsible for Monitoring:** Administration, Instructional Coach

**Problem Statements:** School Processes & Programs 3 - School Culture and Climate 4 - Curriculum, Instruction, and Assessment 4

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Goal 3 Problem Statements Identifying School Processes & Programs

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

## Goal 3 Problem Statements Identifying School Culture and Climate

| | Problem Statement | Root Cause |
|---|---|---|
| 4 | Not 100% of students are graduating college, career, or military ready | Lack of understanding of the importance, lack of knowledge of IBCs, not adequate test prep, not timely and proper about the college process |

## Goal 3 Problem Statements Identifying Curriculum, Instruction, and Assessment

| | Problem Statement | Root Cause |
|---|---|---|
| 4 | Not 100% of students are graduating college, career, or military ready | Lack of understanding of the importance, lack of knowledge of IBCs, not adequate test prep, not timely and proper about the college process |

# Priority 2 Priority 2: Increase Faculty and Staff Engagement

## Goal 1

LDHS will create professional development that offers choice to teachers while still being in alignment of campus and district goals.

**Evaluation Data Source:** Teacher surveys

### Strategy 1

LDHS will provide multiple lunch and learn sessions as well as staff meeting and scheduled PD for new and returning staff members.

**Staff Responsible for Monitoring:** Administration, Instructional Coach

**Problem Statements:** Student Learning 2 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 3 - Curriculum, Instruction, and Assessment 3

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Strategy 2

Guiding Coalition helped create instructional goals for the campus.

**Strategy's Expected Result/Impact:** This allows for teacher input from strong instructional teachers.

**Staff Responsible for Monitoring:** Administration, Guiding Coalition, Instructional Coach

**Problem Statements:** Student Learning 2 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 3 - Curriculum, Instruction, and Assessment 3

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

## Goal 1 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | EOC assessment data shows that 20% of our students are not performing at a satisfactory level across all 5 standardized tests. | Lack of tier 1 differentiated instruction, lack of teachers focusing on essential standards. |

## Goal 1 Problem Statements Identifying Student Achievement

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | EOC assessment data shows that 20% of our students are not performing at a satisfactory level across all 5 standardized tests. | Lack of tier 1 differentiated instruction, lack of teachers focusing on essential standards. |

## Goal 1 Problem Statements Identifying School Processes & Programs

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

## Goal 1 Problem Statements Identifying School Culture and Climate

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

## Goal 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

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

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

## Goal 1

LDHS will engage in weekly communication with the campus community during the 2026-27 school year, resulting in a 5% increase in family engagement through survey data. This includes overviews of the week, in addition to campus celebrations and upcoming activities.

**Evaluation Data Source:** Parent Square usage, parent surveys

### Strategy 1

LDHS will communicate through our Weekly Newsletter, Counselors communication, Parent Square, and social media.

**Staff Responsible for Monitoring:** Administration, Instructional Coach, Counselors

**Problem Statements:** School Processes & Programs 2 - Perceptions 1 - Family and Community Engagement 2

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Strategy 2

LDHS will partner with LDMS and have 3 separate checkpoints where LDMS 8th grade students are learning about programs of study prior to course selection. There will be an action step taken each quarter that builds on each other and leads up to 8th grade transition night for parents and students in February.

**Staff Responsible for Monitoring:** Principal and Counselor

**Problem Statements:** School Processes & Programs 6 - School Organization 1

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Strategy 3

LDHS counselors will create a newsletter monthly for students and parents and hold 1 event in

the fall and one in the spring connected to college, career, military readiness.

**Staff Responsible for Monitoring:** Admin

**Problem Statements:** School Processes & Programs 2 - Perceptions 1 - Family and Community Engagement 2

### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Goal 1 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Some parents have communicated that they do not feel as though they are informed on college readiness, programs of study, and opportunities to support students. | Lack of systemic communication, lack of opportunities for parents to engage with counseling staff |
| 6 | There has not been alignment within the departments and the budget. | Lack of understanding and knowledge |

### Goal 1 Problem Statements Identifying Perceptions

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

### Goal 1 Problem Statements Identifying Family and Community Engagement

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

### Goal 1 Problem Statements Identifying School Organization

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | There has not been alignment within the departments and the budget. | Lack of understanding and knowledge |

## Goal 2

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

### Strategy 1

Plan and host all the following events: Fish Camp, Open House, Homecoming week, 8th Grade Day, Adulting Day, Activities Fair, and Spring Showcase.

**Staff Responsible for Monitoring:** Administration, Instructional Coach, Counselors, Organization Sponsors

**Problem Statements:** School Processes & Programs 2 - Perceptions 1 - Family and Community Engagement 2

#### Formative Reviews

| November | January | March | April |
|---|---|---|---|

### Goal 2 Problem Statements Identifying School Processes & Programs

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

### Goal 2 Problem Statements Identifying Perceptions

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

## Goal 2 Problem Statements Identifying Family and Community Engagement

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

## Goal 3

LDHS will increase the community presence of high school students through the FLIGHT program that goes to the elementary schools to work with the younger students, as well as the number of practicum students that are in the community for internships.

# Priority 4 Priority 4: Efficient Operations

## Goal 1

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

### Strategy 1

LDHS will align campus budget with the CIP priorities.

**Staff Responsible for Monitoring:** Administration

**Problem Statements:** School Processes & Programs 6 - School Organization 1

**Formative Reviews**

| November | January | March | April |
|---|---|---|---|

### Strategy 2

Admin will work with department chairs to determine needs of each department to ensure alignment with campus and district priorities.

**Problem Statements:** School Processes & Programs 6 - School Organization 1

**Formative Reviews**

| November | January | March | April |
|---|---|---|---|

### Goal 1 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| 6 | There has not been alignment within the departments and the budget. | Lack of understanding and knowledge |

## Goal 1 Problem Statements Identifying School Organization

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | There has not been alignment within the departments and the budget. | Lack of understanding and knowledge |

# State Compensatory Education

# State Compensatory

## Budget for Lake Dallas High School

**Total SCE Funds:** $0.00

**Total FTEs Funded by SCE:** 0

**Brief Description of SCE Services and/or Programs**

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

## *Denton Regional Day School*
## *Program for the Deaf*

# *Shared Services Arrangement*
# *Interlocal Agreement*
# *and*
# *Operational Procedures*

**2024**

…**Serving students with hearing loss in Cooke, Denton, and Wise counties…**

# *Denton Independent School District*

Administration as of June 2026 (subject to change)

Dr. Susannah O'Bara
Denton ISD Superintendent

Dr. Lacey Rainey
Denton ISD Assistant Superintendent
Academic Programs

Robin Brownell
Denton ISD Area Superintendent
Department of Special Education

Dr. Stacie Bonner
Denton ISD Executive Director of Special Education

Dr. Pam Troki-Ables
Denton ISD Director of Special Education

Kerrie Martin
Supervisor
Denton Regional Day School Program for the Deaf

# *Management Board Members*

| | |
|---|---|
| Renee Funderburg | Argyle ISD |
| Karen Wright | Aubrey ISD |
| Hillary Terry | Cooke County Special Education Co-op |
| Montie Parker | Decatur ISD |
| Dr. Stacie Bonner | Denton ISD |
| Mary Flanagan | Gainesville ISD |
| Tracy Allen | Krum ISD |
| Dr. Jay Weidenbach | Lake Dallas ISD |
| Dr. Traci White | Lewisville ISD |
| Kristi Roberts | Little Elm ISD |

| | |
|---|---|
| Sarah Grayson | Muenster ISD |
| Kris Kelly | Northwest ISD |
| Nicole Park | Pilot Point ISD |
| Diana Hunt | Ponder ISD |
| Melissa Dorum | Sanger ISD |
| Aaron Heil | Wise County Shared Services |

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**Purpose**

The purpose of the Operational Procedures is to create a cooperative arrangement whereby the Member Districts may provide for the efficient delivery of legally required special education and related services to eligible students with who are eligible under the Individuals with Disabilities Act as Deaf or Hard of Hearing in the Denton area as indicated above. It is agreed and understood that any student who has a hearing loss which severely impairs processing linguistic information through hearing, even with recommended amplification, and which adversely affects educational performance shall be eligible for consideration for the Denton RDSPD SSA, subject to the ARD committee recommendations.

The Denton RDSPD SSA's administrative offices will be located in Denton, Texas. The special education program will be operated in compliance with federal and state law, including the Individuals with Disabilities Education Act, 20 U.S.C. § 1401 et seq.; Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794; the Amendments to the Americans with Disabilities Act 2008, 42 U.S.C. § 12101 et seq.; Family Educational Rights and Privacy Act; Chapter 29 of the Texas Education Code; Texas Education Code §§ 30.081 – 30.087 and TEA's Financial Accountability System Resource Guide, Volume 13 §1.3; implementing regulations for all applicable statutes.

Should a Local Education Agency ("LEA") seek to become a Member District of the Denton RDSPD SSA, a written request must be provided to the Denton RDSPD SSA Supervisor for Management Board consideration 30 days before the notification to TEA of pending reconfiguration changes effective for the subsequent year are due. Any legal fees incurred due to the reconfiguration will be assessed against the School District seeking to become a member. Any reconfiguration is subject to approval by each Member District's Board of Trustees.

Students with hearing differences who are not enrolled in the RDSPD but meet the eligibility requirements of a student who is Deaf or Hard of Hearing (DHH) with an Auditory Impairment, but whose hearing loss is not so severe as to prevent the processing of linguistic information to impede academic progress, shall not be enrolled in the RDSPD for direct services. The Denton RDSPD SSA will make available a certified teacher of the deaf to be a member of the student's ARD Committee. Additionally, per ARD determination of need, the Denton RDSPD SSA will make available personnel for consultation on a per pupil fee basis. Any Member District seeking to access these services shall provide notice to the Fiscal Agent by the end of the previous school year. Personnel for consultation will be provided on a per-pupil fee basis. The per-pupil fee will be set at each annual budget proposal and is subject to approval by the SSA Management Board.

All special education terms and acronyms used in the operational procedures will have the meanings and definitions provided to such terms and acronyms as set out in 20 U.S.C. § 1401 et seq., the Individuals with Disabilities Education Act (IDEA) and its implementing regulations, 34 CFR 300 et seq, and the Texas Administrative

Code, 19 TAC Chapter 89. Such terms and acronyms will include, but not be limited to, FAPE or Free Appropriate Public Education, IEP or Individualized Education Program, LEA or Local Education Agency, LRE or Least Restrictive Environment, SEA or State Education Agency, MOE or Maintenance of Effort, ESEA or Elementary and Secondary Education Act, ARD or Admission, Review and Dismissal, and DHH or Deaf and Hard of Hearing,

## Management

The Denton RDSPD SSA shall be governed by the Cooperative Management Board ("Management Board") comprised of a special education administrator designated by each Member District's Superintendent. The Management Board will meet, at least annually, to review the Interlocal Agreement. Other meetings will be scheduled as determined by the Fiscal Agent's Executive Director of Special Education, or designee, whereby the Management Board may either meet as a whole or as ad hoc sub-committees. The Management Board Members will keep their respective Superintendents advised of RDSPD Management Board actions, as appropriate. The designated administrator of the Fiscal Agent will serve as Chairperson of the Management Board.

The Chairperson, or designee, will maintain contact with the state leadership of the Regional Day School Programs within the Texas Education Agency to obtain all relevant information for program maintenance and operation. Information will be communicated with all Management Member Districts.

All Management Member Districts will receive a copy of the Denton RDSPD Shared Services Arrangement Interlocal Agreement and Operating Procedures on behalf of their respective local school Member Districts and will act as the liaison for all information sharing, as well the agent of each individual district.

The Denton RDSPD SSA, through the Fiscal Agent Board, may purchase goods and services necessary to administer and operate the Denton RDSPD SSA. All non-consumable instructional materials will be deemed property of the Denton RDSPD SSA when such supplies and materials are purchased with Denton RDSPD SSA funds. Equipment purchased by a Member District remains property of the Member District.

Prior to September 1st of each school year, the Supervisor of the Denton RDSPD will present to the chairperson any suggested date(s) for the management board meeting(s). The supervisor will organize the meeting(s), prepare all handouts, prepare the agendas, and serve as recording secretary. The supervisor will maintain all documentation of the meeting(s) including the board minutes. A copy of the meeting minutes will be submitted to the administrators within ten school days after each meeting.

Any Member District may contact the chairperson or supervisor to request an additional meeting for any reason reasonably related to the operation or facilitation of the Denton RDSPD SSA. Additional meetings will be subject to all requirements of regularly scheduled meetings and will be held at a mutually agreeable time, provided at least 15 days notice is provided to all Member Districts. Discussion items may be added to any regularly

scheduled meeting through the request of any board member. All requests regarding additional discussion items will be made at least five days prior to a regularly scheduled meeting.

Unless otherwise provided herein, the Management Board actions require the approval of a majority of a quorum of Member Districts. Each Management Board member present shall have only one vote regardless of whether that Board member represents more than one Member District in his/her role as a Director/Supervisor of another Shared Services Arrangement. A quorum is defined as a majority of all the Member Districts of the Denton RDSPD SSA. The RDSPD Supervisor has discretion to allow for votes to be submitted by written communication or by proxy.

The Board will be governed by federal and state laws and the State Board of Education/ Commissioner's Rules. The Shared Services Arrangement Interlocal agreement and operating procedures of the Denton RDSPD and the Denton ISD Special Education Operating Procedures will provide local support to assure appropriate educational services for all students in the DRDSPD. The supervisor of the Denton RDSPD will provide the management board with an annual operational plan indicating:

- Educational services to be provided,
- Accountability of student learning,
- Delivery system of services,
- Staff development program for educators and parents,
- Staffing needs, and
- Compliance status.

It is agreed and understood that the terms of this Agreement shall not be modified absent written agreement of all parties. Each Member District agrees that this agreement shall exist in perpetuity, until and unless it is modified by written agreement of all parties, the RDSPD dissolves as contemplated herein, or a Member District withdraws from the RDSPD as contemplated herein.

## Revocation of Membership

The Management Board may by a majority vote of its membership revoke the membership of one of its Member Districts for intentional non-compliance with the terms of this Agreement in accordance with the following procedures. "Intentional non-compliance" is defined as knowingly and willfully causing a substantial disruption to the operation and functioning of the RDSPD, which includes intentional refusal to participate in dispute resolution processes as set forth below:

1. If a claim of intentional non-compliance with the terms of the Agreement is made against any Member District, the Fiscal Agent Superintendent will first notify the Member District Superintendent of the allegation. The Fiscal Agent Superintendent and the Member District Superintendent will first attempt to informally resolve the issue.
2. If the claim cannot be informally resolved, the Management Board shall meet to vote on the proposed revocation of membership for intentional noncompliance. A majority vote of a quorum of the Management Board must vote in favor of the

proposed revocation. The Member District being considered for proposed revocation shall not have a vote in this process.

3. Should the vote carry in accordance with Section 8.1.2, then within 3 school days of the vote the Coordinator shall provide written notice consistent with the determinations of the Management Board and must contain at minimum, a description of the alleged intentional noncompliance with all supporting evidence and appropriate corrective action that the Member District being considered for revocation must take to cure the noncompliance with an appropriate timeframe for correction. The notice will be delivered to the Member District Superintendent, who will then be required to forward the notice within three school days of receipt to the Board President of the Board of Trustees for the Member District being considered for revocation.
4. The Member District being proposed for revocation may, within 30 school days of the date of receipt of the notice of proposed revocation elect to (1) request a hearing in front of the RDSPD Coordinator to dispute any allegations of non-compliance and/or dispute the appropriateness of the corrective action, (2) agree to perform any requested corrective action and submit written documentation of such corrective action, or (3) elect to submit notice of withdrawal of its membership in the RDSPD as set forth in Section 5.4.

Revocation of membership shall be effective on the final day of the RDSPD's fiscal year in which revocation is made if revocation is proposed prior to December 1. If the revocation is proposed following December 1 of the fiscal year, then revocation will be effective the final day of the following fiscal year unless otherwise agreed by the parties. The Member District subject to revocation shall return to the RDSPD any supplies, equipment or fixtures in its possession that were purchased with RDSPD funds on before the effective date of revocation. The Member Districts further agree that any uncommitted surplus funds after charges and liabilities remaining in the RDSPD's operating fund as of the effective date of revocation shall remain with the RDSPD.

## Financial Responsibility

The Denton RDSPD SSA will operate on a budget prepared by the RDSPD Supervisor and chairperson. The budget shall be presented to the Management Board during the spring meeting, reviewed by the Management Board, and is conditioned upon the approval of all Member Districts. Annual budgets must be approved by Denton ISD as the fiscal agent. If a Member District fails to approve the budget and all other Member Districts approve the proposed budget, the Member Districts will first work collaboratively to attempt to modify the budget in a manner consistent with each Member District's wishes. If good-faith attempts to modify and unanimously approve the budget fail, the Member District that fails to approve the budget may be subject to revocation. The Member Districts in agreement may vote to revoke the membership of the Member District that fails to approve the budget; the vote must be unanimous. The Member District that fails to approve the budget shall not have a vote under this provision.

The RDSPD Supervisor will review the program needs for the coming school year and apply the adopted budget formula to determine the participating school district's share of

financial support for operations of the Denton RDSPD. This budget formula will be reviewed annually, and billing will occur annually. The formula will be applied to any costs related to operation of the Denton RDSPD—planned or unplanned— which are incurred by the fiscal agent. Invoices will be sent annually prior to October 15th and will be payable on December 15th of each year.

Absent written agreement of each Member District, all participating Member Districts shall maintain liability insurance and assume responsibility for any financial costs related to mediation, hearings, legal fees, or court costs associated with the defense of the Member District.

The Special Education Director of each Member District will inform the Member District Boards of Trustees the respective share to be contributed to the Denton RDSPD SSA to be included in the budgets adopted by the Member Districts Boards of Trustees. The budget will be prepared in accordance with guidelines established by the Texas Education Agency.

Administrative costs, including, but not limited to, all costs and salaries related to the Supervisor, classroom teachers, itinerant teachers, interpreters, classroom aides, and Regional Day School office staff, as well as any uncontrollable costs, incurred by the Denton RDSPD SSA, over and above the amount of state deaf and/or federal funds, shall be divided among Member Districts as outlined below. Students enrolled after December 1st of the academic year will not be assessed a fee for that school year.
The Denton RDSPD SSA is funded as follows:

Revenue: based on PEIMS October Snapshot date (the last Friday of October).

State Deaf Funds - as eligible
IDEA-B Discretionary Deaf
IDEA-C ECI

Local Fee based on December 1 Child Count (RDSPD Tuition)
A per pupil flat rate is billed under these categories:
Cluster Site
Itinerant
Birth – 3
This rate is subject to change upon approval of the MB and is specified…

Total Budget - Expenses = Negative/Deficit

The formula for administrative and uncontrollable costs is as follows:
Total Deficit/All students enrolled on December 1 (classroom-based students being 1 and home-based students being .5 full time equivalent or FTE) = Amount due per student.

Denton ISD will receive IDEA-C Early Childhood Intervention (Deaf), State Deaf and IDEA-B Discretionary (Deaf) funds. When the budget is prepared for the RDSPD program and the amounts awarded will not be sufficient to cover the costs, the deficit

amount is then divided based upon the total number of students enrolled on December 1 of the previous school year in the RDSPD. The amounts billed to the district will help cover the cost of deaf education teachers, interpreters, paraprofessionals, educational audiologists, speech therapists and related services (as appropriate), Hearing Assistive Technology, travel, materials and supplies and other administrative and uncontrollable costs as set forth herein.

Member Districts will be notified in writing, and a Management Board meeting will be held if any excess costs are to be charged back to Member Districts and the maximum total amount of their shared excess costs are estimated to be. Excess costs are costs which are over and above the amount billed to Member Districts at the beginning of a school year. The Management Board will approve by quorum any excess cost amount and how it will be distributed to Member Districts.

A Member District shall not be responsible for any costs associated with the RDSPD SSA unless such Member District has a student receiving services from the RDSPD SSA.

The RDSPD's accounts may be audited annually by the independent auditor for the Fiscal Agent at the Fiscal Agent's expense. The cost of such an audit will be considered an administrative cost as set forth herein.

For those students being served in Denton ISD, the sending school district will submit an allocation based on a per student total derived by the management board using the preceding December 1st child count and agreed upon formula. Denton ISD will receive ADA funds for eligible students receiving their education in the Denton ISD. The fiscal or property audit of these funds will be conducted in accordance with the rules and guidelines of the Denton ISD.

## Fiscal Agent

Denton Independent School District shall serve as the Fiscal Agent for the Denton RDSPD SSA. Denton Independent School District acknowledges that it is an accredited Texas school district and that it serves eligible children from Early Childhood through 18+ transition services.

The Fiscal Agent, as a Member District, is subject to Member District responsibilities. Except as otherwise provided herein, the Fiscal Agent is responsible for applying for, receiving, collecting, expending, and distributing all funds, regardless of source, in accordance with the budget adopted by the Management Board. The Fiscal Agent shall provide accounting services, reports, and shall perform any other responsibilities required by Denton RDSPD SSA policies.

The Fiscal Agent will account for salaries and expenses of Denton RDSPD SSA personnel (exception: high – cost 1/1 staffing – see Responsibilities) and Denton RDSPD SSA operating expenses. The parties acknowledge that the Fiscal Agent may access total State and Federal allocations, such as IDEA Part B funds; Part C funds (ECI); State Deaf funds; and any other funding received for the purpose of furthering this program.

Member District per-pupil tuition calculations are based on the expenditures that exceed all the total state and federal allocations.

The Fiscal Agent will prepare and submit any reports or applications required by federal or state law, TEA guidelines, or Denton RDSPD SSA policy.

The RDSPD Supervisor, on behalf of the Fiscal Agent, may negotiate contracts with outside service providers for special education and related services for students receiving Denton RDSPD SSA services in accordance with law and Fiscal Agent policies. The Fiscal Agent shall require compliance with Americans with Disabilities Act, Family Educational Rights and Privacy Act, and all other relevant state and federal laws by each service provider.

The Fiscal Agent must notify other Member Districts of any intention to withdraw as Fiscal Agent of the Denton RDSPD SSA on or before August 1 preceding the end of the last fiscal year during which it intends to serve as Fiscal Agent. It is agreed and understood that the withdrawing Fiscal Agent will notify TEA of its intent to withdraw as Fiscal Agent on or before February 1 or other TEA mandated timelines, preceding the end of the last fiscal year during which it intends to serve as Fiscal Agent. After a satisfactory independent audit of the SSA's accounts, the transfer of Fiscal Agent status will become effective July l.

Should the Fiscal Agent cease for any reason to serve, the Management Board will by majority vote of a quorum of its members appoint a Member District as Fiscal Agent, subject to any required permission from the Texas Commissioner of Education. All TEA timelines shall apply to any reconfiguration, including a change in Fiscal Agent. However, a Member District, if so elected by the Management Board, is not required to serve as Fiscal Agent. It is agreed that assuming the role of Fiscal Agent would require specific approval by the Member District's Board of Trustees or other governing body, if not an ISD.

## Reporting Requirements

Denton ISD, as the fiscal agent, shall submit PEIMS student data and will be considered the district of accountability. The fiscal agent and all participating member districts shall provide required PEIMS records to TEA. Member districts may participate in more than one RDSPD SSA.

## Responsibilities

The provisions below are intended to outline the general responsibilities of each Member Districts, as well as that of the fiscal agent.

Compensation of high-cost staffing that is provided (as a result of an ARD Committee decision) on a one-on-one basis for students placed in the RDSPD will be the responsibility of the sending district. This includes nursing services (door-to-door), Personal Care Attendants (PCAs), and Intervenors (communication access for students

who are Deafblind). The Denton RDSPD will hire these individuals and cover their compensation then bill-back the applicable sending district on a real-time basis. The sending district may include this compensation in their high-cost funds submission. [voted on/approved at January 17, 2024 Denton RDSPD MB Meeting]

Member Districts agree that any funds assessed under RDSPD SSA Operational Procedures will be remitted by December 15th of each year, or within ninety (90) calendar days of receiving a statement from the Fiscal Agent, whichever is later.

Each Member District acknowledges that federal funds received from the state earmarked for deaf education programs, state funds, and ECI Part C funds flow from TEA directly to the Fiscal Agent upon the electronic submission of the Fiscal Agent's request for program funds. Each Member District will be liable for any cost associated with its residentially placed students. This includes any transportation cost incurred as a result of a Member District's initiated placement in the Texas School for the Deaf.

Each Member District agrees to cooperate with the Fiscal Agent in maintaining the proper fiscal, personnel, and student records for the Denton RDSPD SSA operations.

Child Find is the responsibility of each Member District including the initial evaluation to determine eligibility. The Member District is responsible for the initial placement through the ARD Committee process.

Except as otherwise provided herein, each Member District is ultimately responsible for the education of all students with hearing differences residing within its district boundaries whether the child is served in the local program, the Denton RDSPD SSA, or other placements. Such responsibility includes the provision of any related services as determined necessary by the ARD Committee.

Member Districts, when considering referral of a student to the Denton RDSPD, will contact the RDSPD deaf education supervisor to schedule a mutually agreeable time to attend the initial ARD meeting.

The participating school district will provide appropriate representation for sharing in the decision-making responsibilities of the ARD committee for each of their students.

Each Member District will be responsible for the transportation of student(s) to Denton RDSPD campuses both during the school day and outside of the school day as needed for extracurricular activities where participation/attendance is required [athletics practices and games, competition practices and events (FFA, UIL, etc.)]

The Denton RDSPD Supervisor will plan with each of the Administrators of Special Education:

- In the referral/admissions process to the Denton RDSPD.
- In the preparation of the students returning to their local school districts.
- In assisting local school personnel with materials and instructional

modifications for teachers of those students who are identified as DHH auditory impaired being served on their home campuses.

- In reporting to the local Administrator of Special Education as to student progress and the educational needs for the coming school year.
- In assisting the local Director of Special Education in the selection of appropriate related personnel for serving students who are DHH with auditory impairment.
- To be available to assist parents of students who are DHH have a hearing loss in their understanding of their child's educational needs, planning for the future, determining state/community resources available to the student and the family, planning for life skills necessary for independent living, and providing information regarding area support organizations.
- In providing support to general teachers in their class preparations, techniques for teaching students who are DHH have a hearing loss and state/regional/community resources available for students' success in learning.
- To provide training assistance to the local multidisciplinary evaluation team in assessing students who are DHH with a hearing loss.
- To provide assistance to incorporate elements in the local evaluation process that will assist in assessing the student who are DHH has a hearing loss and in developing the IEP.
- Denton RDSPD personnel collaborate with ECI Intervention Specialists in accordance with applicable MOUs and within the geographic boundaries of the programs.
- Services are initiated as determined by the Infant Family Service Plan (IFSP) meeting.

## Student Services

For those students being served in the Denton Regional Day School Program for the Deaf, the following services will be provided:

- Periodic assessments;
- IEP documentation on the provision of services except for the initial ARD,
- Annual ARD/IEP meetings and others as necessary;
- School calendar of pupil educational events including extracurricular events;
- Educational classes appropriate for implementation of the IEP and provided in the least restrictive instructional arrangement;
- Instructional equipment and/or related services appropriate to the implementation of the IEP;
- Copies of the students' progress reports sent to the parents and the home districts;
- Appropriate instructional classes for those students qualifying for extended school year services as determined in an ARD/IEP meeting in collaboration with the home district; and
- Assessment for student transition planning and collaboration with community and service agencies for future services.

A reasonable amount of notice will be given to the LEA to collaborate on the possible placement of a student to the home district for services.

## Non-Member Services

Entry into the Denton Regional Day School Program for the Deaf is based on request from an accredited independent school district, the Texas Education Agency, and the Denton RDSPD supervisor.

Students from school districts other than those Member Districts who are parties to this Agreement (Non-Member LEAs) will be considered for services/placement upon written request to the Coordinator with authority of the Fiscal Agent. An authorized representative of the Non-Member LEA shall be present at a Management Board meeting to present information and any requested clarification of information regarding the need(s) of the student(s) seeking to access services. The Member District Boards of Trustees hereby delegate authority to the Management Board to enter into contracts with non-member LEAs as set forth herein. The Member Districts acknowledge that TEA guidelines indicate that services may be provided to eligible students enrolled in non-member LEAs so that the intent of TEC Chapter 30, Subchapter D is met. In the event that the Management Board determines that providing services to students enrolled in non-member LEAs would create an undue burden for the RDSPD, the requested services may be declined.

Factors to be considered by the Management Board when considering the non-member LEA's request for services/placement, include, but are not limited to: (1) the type of services needed; (2) whether additional RDSPD staff will have to be employed or engaged to serve the student; (3) whether the Non-Member LEA is a member of any other shared services arrangement; (4) whether the Non-Member LEA can pay all transportation costs for transporting the student and all travel costs of staff associated with serving the student; (5) whether the Non-Member LEA will agree to transfer funds applicable to the education of the student as DHH to the RDSPD as appropriate and allowable; (6) whether the Non-Member LEA will pay all other costs incurred by RDSPD in providing educational services to the student(s); and (7) whether the Non-Member LEA will agree to assume responsibility for attorney's fees and costs associated with any legal action brought by the student or his or her parents.

The possible services that may be provided to Non-Member LEAs are set forth in Exhibit A. Costs for providing Non-Member LEA services shall be determined by the RDSPD Coordinator at the time the Non-Member LEA and RDSPD enter into an agreement.

The form of the Interlocal contract for Non-Member LEA educational services is attached as Exhibit B.

Students from Non-Member Charter Schools may be considered for placement upon

request to the RDSPD through a services contract. Such contracts shall be in the form attached as Exhibit C. The possible services that may be provided to the Non-Member Charter School students are set forth in Exhibit A.

In the event a Non-Member LEA or Charter School does not agree to enter into a contract, then the RDSPD will provide contact information of providers with whom those schools may directly contract for services, if available.

Each Member District, by approval of this RDSPD Agreement, authorizes and delegates to the Member District's Superintendent the authority to execute the forms of agreements set forth at Exhibits B and C.

**Dissolution of Denton RDSPD Services**

Services provided by the Denton RDSPD may be discontinued and the program dissolved upon written notice from the Texas Education Agency indicating the non-availability of designated state funds to support the education of students who are deaf through the DRDSPD.

Voluntary dissolution of this Agreement shall require the affirmative vote of a majority of the Boards of Trustees of each Member District. Upon dissolution, the Denton RDSPD SSA's funds and any other remaining assets will be divided equally among the Member Districts.

Any equipment purchased with management board funds for use by a designated student will follow the student to his/her home school district and become the property of that school district. Equipment and instructional resources purchased by state funds for classroom use for more than one student will remain the property of the Denton Independent School District or the fiscal agent at that time.

The Member Districts agree that all costs and fees related to, resulting from or associated with the dissolution including, but not limited to legal costs, mediation costs, and other expenses or obligations shall be paid in the amount calculated to be each Member District's proportionate share pursuant to the formula set forth in the Financial Responsibility section, herein.

**Withdrawal from the Denton RDSPD**

A Member District may withdraw from the Denton RDSPD SSA by providing the Fiscal Agent written notice of its proposed action no later than August 1 preceding the last fiscal year during which the Member District intends to remain as a Member District in the Denton RDSPD SSA. The Member District shall submit any other documentation required to effectuate the withdrawal. The Member District retains responsibility of ensuring all withdrawal requirements are met. Upon delivery of such notice, the Member's withdrawal from the Denton RDSPD SSA shall be effective June 30 of the last fiscal year during which the withdrawing Member District is a member of the Denton

RDSPD SSA. The withdrawing Member District shall return to the Denton RDSPD SSA any supplies, equipment, or fixtures in its possession that were purchased with Denton RDSPD SSA funds, prior to or by the effective June 30. The Member Districts further agree that any uncommitted surplus funds, after full satisfaction of all charges and liabilities, remaining in the Denton RDSPD SSA's operating fund shall be calculated, and the withdrawing Member District shall receive a proportionate share, as calculated pursuant to the formula set forth in Section 7.2 herein, of such remaining balance, in full and complete payment for, and settlement of, any legal and equitable rights and interest, if any, such withdrawing Member District may have in the Denton RDSPD SSA's property or assets. Additionally, a withdrawing Member District shall pay all costs and fees related to, resulting from or associated with its withdrawal, including, but not limited to legal costs, insurance or any other expenses or obligations.

## Service Costs

Costs of Services to Non-Member Entities

The following services are available on a contractual basis to non-member entities:

Instruction by a certified teacher of the deaf—available on-site in Denton ISD at the age-appropriate campus where other students with a hearing difference are in attendance. The sending district is responsible for transportation.

Cost: $100 per hour for a minimum of 1 hour per week, based on contractual agreement and payable upon receipt of invoice.

Consultation by a certified teacher of the deaf or ARD meeting representation—available at the site of the non-member district/entity at a mutually agreeable date and time.

Cost: $100 per hour plus mileage at the State rate per mile and payable upon receipt of invoice.

Costs of Services to Member Districts

Member districts may access the following services:

DHH representation at an ARD meeting or staffing by a certified teacher of the deaf—provided at a mutually agreeable time at no charge to the member districts.

DHH specialist for consultation—available to all member districts at no charge and based on student need.

DHH specialist for staff development—available at a designated site in the member district at a mutually agreeable time at no charge to the member districts.

## Program Accountability

Yearly, the participating special education administrators/management Member Districts will be

given an opportunity to evaluate the Denton Regional Day School Program for the Deaf by reviewing the following data:

- Student results on State-mandated and local assessments;
- Students' attendance records (as needed for mileage reimbursement);
- A list of graduates, student drop-outs, etc., as applicable to the RDSPD;
- A list of the students referred from the Early Childhood Intervention (ECI) program and other child find activities; and
- A list of staff development activities, evaluation results, attendance records, and/or other data relevant to the Denton RDSPD.

## Member District Approval by Board of Trustees

The attached Denton Regional Day School Program for the Deaf 'Shared Services Arrangement and Operational Guidelines" was presented to and approved by the Board of Trustees of the following member district as denoted by signature of the Board President or Chairperson.

| _____ | _____ |
|---|---|
| Member District Name | Date Presented |
| _____ | _____ |
| President/Chair, Board of Trustees | Date Signed |

Please return this signed approval page to:

Denton RDSPD Supervisor
Denton ISD Special Education Services
1303 North Elm Street
Denton, Texas 76201

The final contract with attorney certification and approval of all 26 member districts must be submitted by the RDSPD Supervisor to the Texas Education Agency, Division of IDEA Coordination, by June 1, 2026.

**LAKE DALLAS INDEPENDENT SCHOOL DISTRICT**
**Budget - Summary**
**Fiscal Year 2026-27**
**Proposed 8/31/2026**

| | | Governmental Fund Types | | |
|---|---|---|---|---|
| | | General Fund | Debt Service Fund | Child Nutrition Fund |
| | **Revenue** | | | |
| 5700 | LOCAL REVENUE | 24,865,799 | 16,217,396 | 699,749 |
| 5800 | STATE REVENUE | 21,245,899 | 2,437,000 | 39,915 |
| 5900 | FEDERAL PROGRAM REVENUE | 490,000 | | 1,558,044 |
| | | $ 46,601,698 | $ 18,654,396 | $ 2,297,708 |
| | **Expenditures** | | | |
| | 11 INSTRUCTION | 27,400,185 | | |
| | 12 INSTRUCTIONAL RESOURCES & MEDIA | 79,947 | | |
| | 13 CURRICULUM & STAFF DEVELOPMENT | 960,932 | | |
| | 21 INSTRUCTIONAL LEADERSHIP | 742,420 | | |
| | 23 SCHOOL LEADERSHIP | 2,284,699 | | |
| | 31 GUIDANCE/COUNSELING | 1,461,659 | | |
| | 32 SOCIAL WORK SVCS | 0 | | |
| | 33 HEALTH SERVICES | 388,318 | | |
| | 34 TRANSPORTATION | 1,462,266 | | |
| | 35 FOOD SERVICE | 0 | | 2,503,201 |
| | 36 CO-CURRICULAR/EXTRACURRICULAR | 1,373,924 | | |
| | 41 GENERAL ADMINISTRATION | 2,013,826 | | |
| | * 41 Postings | 2,000 | | |
| | **41 Statutorily Required Public Notice - Lobbying | 2,000 | | |
| | 51 PLANT MAINTENANCE | 6,310,585 | | - |
| | 52 SECURITY & MONITORING SERVICES | 843,378 | | |
| | 53 DATA PROCESSING | 1,192,417 | | |
| | 61 COMMUNITY EDUCATION | 0 | | |
| | 71 DEBT SERVICE | 764,000 | 18,904,256 | |
| | 81 FACILITIES CONSTRUCTION & ACQUISITION | 5,000 | | |
| | 91 CONTRACTED SVCS BETWEEN PUBLIC SCHOOLS - CH 41 | 0 | | |
| | 93 / 95PAYMENTS TO FISCAL AGENT / SHARED SERVICES | 37,000 | | |
| | 99 OTHER INTERGOVERNMENTAL CHARGES | 285,000 | | |
| | | $ 47,609,556 | $ 18,904,256 | $ 2,503,201 |
| | Excess Revenue over (Under) Expenditures | $ (1,007,858) | $ (249,860) | $ (205,493) |

* New Expenditure Code (Function Code 41) for all statutorily required public notices

**During the 85th Legislative Session the Texas Legislature passed Senate Bill (SB) 622. SB 622 requires school districts to reflect in their proposed budget a line item specifically for expenditures to publish all statutorily required public notices in the newspaper by the school district or their representatives. The line item must provide a clear comparison of the budgeted expenditures and the actual expenditures for the same purpose in the prior year, as required under Texas Local Government Code §140.0045.**

** New Expenditure Code (Function Code 41): Expenditures for "directly" or "indirectly" influencing or attempting to influence the outcome of legislation or administrative action.

**During the 86th Legislative Session the Texas Legislature passed House Bill (HB) 1495 requiring school districts to reflect in their proposed budget a line item indicating expenditures for "directly" or "indirectly" influencing or attempting to influence the outcome of legislation or administrative action as those terms are defined in Section 305.002, Government Code."**

# 8.B.
## ***Efficient Operations:***
## Consideration/Approval of an Ordinance Setting a Tax Rate for Maintenance and Operations and Debt Services for the 2026-2027 School Year

**Presenter:** Dr. Kristin N. Brown, Superintendent
**Event:** LDISD Board of Trustees Meeting
**Date:** August 31, 2026

LAKE DALLAS Independent School District
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PARENT & FAMILY/ COMMUNITY SUPPORT
FACULTY & STAFF ENGAGEMENT
EFFICIENT OPERATIONS

FALCONS first

# Tax Rate Comparison

| | Adopted 2025-26 | Proposed 2026-27 | Increase (Decrease) | % Increase (Decrease) |
|---|---|---|---|---|
| Maintenance and Operations (M&O) | $0.7552 | $0.7552 | $0.0000 | 0.0% |
| Debt Service (I&S) | $0.5000 | $0.5000 | $0.0000 | 0.0% |
| Increase (Decrease) | $1.2552 | $1.2552 | $0.0000 | 0.0% |

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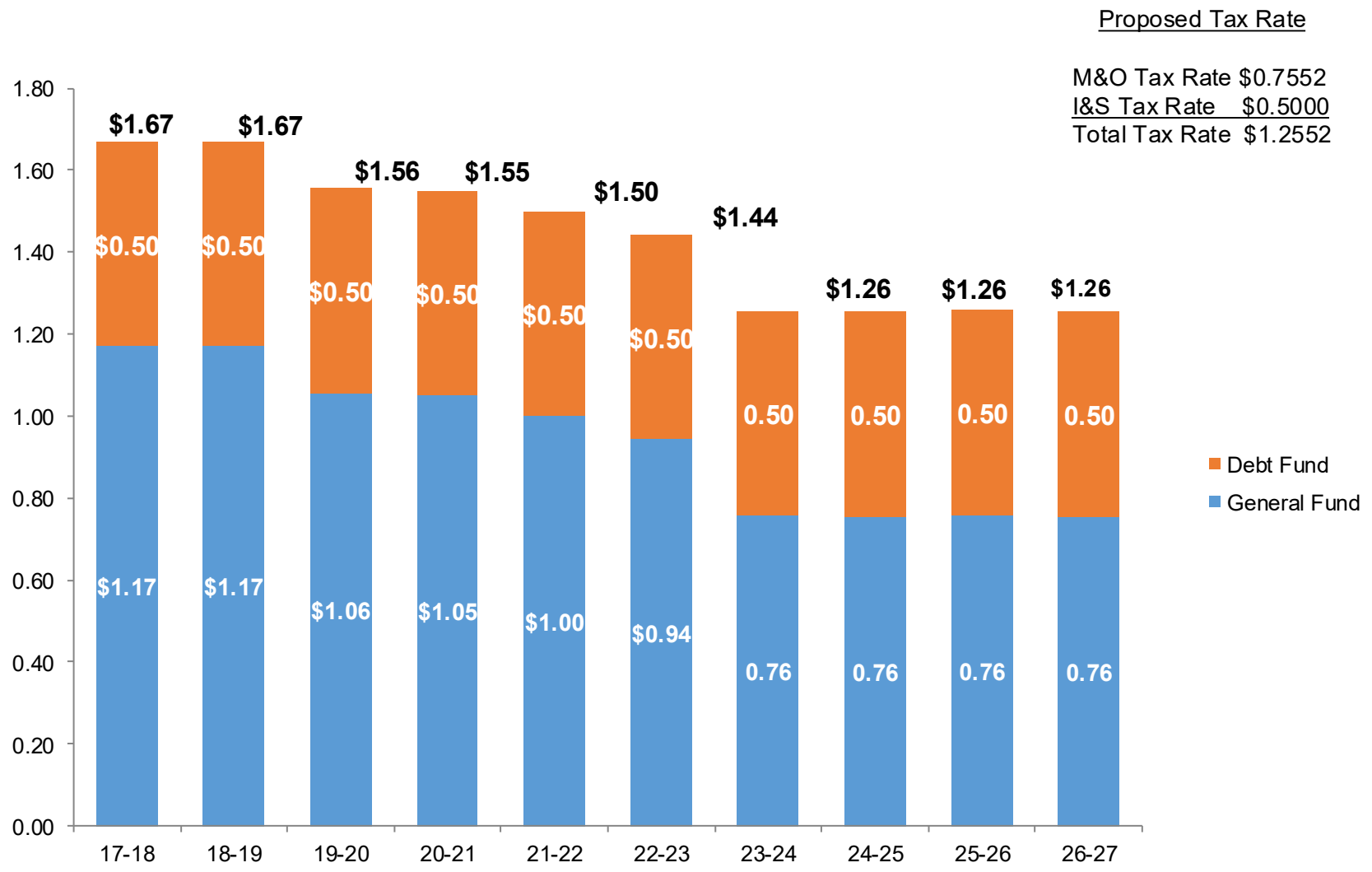
# Tax Rate




Proposed Tax Rate

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

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# REQUIRED ORDINANCE LANGUAGE:

*"the property tax rate be increased by the adoption of a tax rate of 1.2552, which is effectively a 0.84% percent increase in the tax rate"*

Does not mean the overall tax rate will increase

- Tax rate is the same as last year
- Net Taxable Property value increase
- Recapture amount continues to increase slightly.

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# PROPOSED TAX RATE
# 2026-27 SCHOOL YEAR

| | |
|---|---|
| Maintenance and Operations | $0.7552 |
| Debt Service Tax Rate | $0.5000 |
| Total Tax Rate | $1.2552 |

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# Any Questions?

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# LAKE DALLAS
## Independent School District

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# Ordinance of the Board to Set Tax Rate

August 31, 2026

On this date, we, the Board of Trustees of the Lake Dallas School District, hereby levy or set the tax rate on $100 valuation for the District for the tax year 2026 at a total tax rate of $1.2552, to be assessed and collected by the duly specified assessor and collector as follows:

$0.7552 for the purpose of maintenance and operations, and

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

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

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

THE TAX RATE WILL EFFECTIVELY BE RAISED BY 0.84 PERCENT AND WILL RAISE TAXES FOR MAINTENANCE AND OPERATIONS ON A $100,000 HOME BY APPROXIMATELY $0.00.

Adopted this 31ST day of August 2026 by the Lake Dallas Independent School District Board of Trustees.

_____

President's signature

_____

Secretary's signature

# 2026 Tax Rate Calculation Worksheet

Form 50-859

## School Districts without Chapter 313 and JETI Agreements

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT

School District's Name

Phone *(area code and number)*

School District's Address, City, State, ZIP Code

School District's Website Address

**GENERAL INFORMATION:** Tax Code Section 26.04(c) requires an officer or employee designated by the governing body to calculate the no-new-revenue tax rate and voter-approval tax rate for the taxing unit. These tax rates are expressed in dollars per $100 of taxable value calculated. The calculation process starts after the chief appraiser delivers to the taxing unit the certified appraisal roll or certified estimate of value and the estimated values of properties under protest.The designated officer or employee shall submit the rates to the governing body by August 7 or as soon thereafter as practicable. Tax Code Section 26.04(e-1) does not require school districts to certify tax rate calculations or comply with certain Tax Code notice requirements. School districts are required to provide notice regarding tax rate calculations pursuant to Education Code Chapter 44.

This worksheet is for **school districts without Tax Code Chapter 313 or Government Code Chapter 403, Subchapter T, Texas Jobs, Energy, Technology, and Innovation Act (JETI) agreements only.** School districts that have a Chapter 313 or JETI agreement should use Comptroller Form 50-884 *Tax Rate Calculation Worksheet, School Districts with Chapter 313 and JETI Agreements.*

Water districts as defined under Water Code Section 49.001(1) do not use this form. Use Comptroller Form 50-858 *Water District Voter-Approval Tax Rate Worksheet for Low Tax Rate and Developing Districts* or Comptroller Form 50-860 *Developed Water District Voter-Approval Tax Rate Worksheet.*

All other taxing units should use Comptroller Form 50-856 *Tax Rate Calculation, Taxing Units Other Than School Districts or Water Districts.*

The Comptroller's office provides this worksheet to assist taxing units in determining tax rates. The Texas Education Agency (TEA) provides detailed information on and guidance to school districts in calculating their tax rates. Please review and rely on information provided by TEA when completing this worksheet. Additionally, the information provided in this worksheet is offered as technical assistance and not legal advice. Taxing units should consult legal counsel for interpretations of law regarding tax rate preparation and adoption.

Taxing units must include a hyperlink to a document that evidences the accuracy of each entry in the worksheet other than an entry making a mathematical calculation. [1] Source materials must contain data for all worksheets used.

Insert hyperlink:

https://www.dentoncounty.gov/DocumentCenter/Index/877

## SECTION 1: No-New-Revenue Tax Rate

The no-new-revenue (NNR) tax rate enables the public to evaluate the relationship between taxes for the prior year and for the current year based on a tax rate that would produce the same amount of revenue if applied to the same properties that are taxed in both years (no new taxes). When appraisal values increase, the NNR tax rate should decrease.

| Line | No-New-Revenue Tax Rate Worksheet | Amount/Rate |
|---|---|---|
| 1. | **Prior year total taxable value.** Enter the amount of the prior year taxable value on the prior year tax roll today. Include any adjustments since last year's certification; exclude one-fourth and one-third over-appraisal corrections made under Tax Code Section 25.25(d) from these adjustments. Exclude any property value subject to an appeal under Chapter 42 as of July 25 (will add undisputed value in Line 6). This total includes the taxable value of homesteads with tax ceilings (will deduct in Line 2). [2] | $ 3,118,005,174 |
| 2. | **Prior year tax ceilings.** Enter the prior year total taxable value of homesteads with tax ceilings. These include the homesteads of homeowners age 65 or older or disabled. [3] | $ 375,311,343 |
| 3. | **Preliminary prior year adjusted taxable value.** Subtract Line 2 from Line 1. | $ 2,742,693,831 |
| 4. | **Prior year total adopted tax rate.** | $ 1.2552 /$100 |
| 5. | **Prior year taxable value lost because court appeals of ARB decisions reduced prior year appraised value.** | |
| | **A. Original prior year ARB values:** ..... $ 73,295,434 | |
| | **B. Prior year values resulting from final court decisions:** ..... – $ 66,186,282 | |
| | **C. Prior year value loss.** Subtract B from A. [4] | $ 7,109,152 |

[1] Tex. Tax Code §§5.07(g)(4) and 26.04(d-1)
[2] Tex. Tax Code §26.012(14)
[3] Tex. Tax Code §26.012(14)
[4] Tex. Tax Code §26.012(13)

| Line | No-New-Revenue Tax Rate Worksheet | Amount/Rate |
|---|---|---|
| 6. | **Prior year taxable value subject to an appeal under Chapter 42, as of July 25.**<br>**A. Prior year ARB certified value:** ..... $ 171,553,422<br>**B. Prior year disputed value:** ..... – $ 34,310,684<br>**C. Prior year undisputed value.** Subtract B from A. [5] | $ 137,242,738 |
| 7. | **Prior year Chapter 42-related adjusted values.** Add Line 5 and 6. | $ 144,351,890 |
| 8. | **Prior year taxable value, adjusted for actual and potential court-ordered adjustments.** Add Line 3 and Line 7. | $ 2,887,045,721 |
| 9. | **Prior year taxable value of property in territory the school deannexed after Jan. 1, of the prior year.** Enter the prior year value of property in deannexed territory. [6] | $ 0 |
| 10. | **Prior year taxable value lost because property first qualified for an exemption in the current year.** If the school district increased an original exemption, use the difference between the original exempted amount and the increased exempted amount. Do not include value lost due to freeport goods-in-transit, or temporary disaster exemptions. Note that lowering the amount or percentage of an existing exemption in the current year does not create a new exemption or reduce taxable value.<br>**A. Absolute exemptions.** Use prior year market value: ..... $ 2,745,083<br>**B. Partial exemptions.** Current year exemption amount or current year percentage exemption times prior year value: .. + $ 53,017,431<br>**C. Value loss.** Add A and B. [7] | $ 55,762,514 |
| 11. | **Prior year taxable value lost because property first qualified for agricultural appraisal (1-d or 1-d-1), timber appraisal, recreational/ scenic appraisal or public access airport special appraisal in the current year.** Use only properties that qualified in the current year for the first time; do not use properties that qualified in the prior year.<br>**A. Prior year market value.** ..... $ 0<br>**B. Current year productivity or special appraised value:** ..... - $ 0<br>**C. Value loss.** Subtract B from A. [8] | $ 0 |
| 12. | **Total adjustments for lost value.** Add Lines 9, 10C and 11C. | $ 55,762,514 |
| 13. | **Adjusted prior year taxable value.** Subtract Line 12 from Line 8. | $ 2,831,283,207 |
| 14. | **Adjusted prior year total levy.** Multiply Line 4 by Line 13 and divide by $100. | $ 35,538,266 |
| 15. | **Taxes refunded for years preceding prior year.** Enter the amount of taxes refunded by the district for tax years preceding the prior year. Types of refunds include court decisions, Tax Code Section 25.25(b) and (c) corrections and Tax Code Section 31.11 payment errors. Do not include refunds for the prior tax year. This line applies only to tax years preceding the prior tax year. [9] | $ 420,941 |
| 16. | **Adjusted prior year levy with refunds.** Add Line 14 and Line 15. [10]<br>Note: If the governing body of the school district governs a junior college district in a county with a population of more than two million, subtract the amount of taxes the governing body dedicated to the junior college district in the prior year from the result. | $ 35,959,207 |

[5] Tex. Tax Code §26.012(13)
[6] Tex. Tax Code §26.012(15)
[7] Tex. Tax Code §26.012(15)
[8] Tex. Tax Code §26.012(15)
[9] Tex. Tax Code §26.012(13)
[10] Tex. Tax Code §26.012(13)

| Line | No-New-Revenue Tax Rate Worksheet | Amount/Rate |
|---|---|---|
| 17. | **Total current year taxable value on the current year certified appraisal roll today.** This value includes only certified values and includes the total taxable value of homesteads with tax ceilings (will deduct in line 19). These homesteads include homeowners age 65 or older or disabled. [11]<br>**A. Certified values.**[12] ..... $ 3,372,964,444<br>**B. Pollution control and energy storage system exemption:** Deduct the value of property exempted for the current tax year for the first time as pollution control or energy storage system property: ..... - $ 0<br>**C. Total current year value.** Subtract B from A. | $ 3,372,964,444 |
| 18. | **Total value of properties under protest or not included on certified appraisal roll.** [13]<br>**A. Current year taxable value of properties under protest.** The chief appraiser certifies a list of properties still under ARB protest. The list shows the appraisal district's value and the taxpayer's claimed value, if any, or an estimate of the value if the taxpayer wins. For each of the properties under protest, use the lowest of these values. Enter the total value under protest. [14] ..... $ 32,409,927<br>**B. Current year value of properties not under protest or included on certified appraisal roll.** The chief appraiser givesschool districts a list of those taxable properties that the chief appraiser knows about but are not included in theappraisal roll certification. These properties are also not on the list of properties that are still under protest. On thislist of properties, the chief appraiser includes the market value, appraised value and exemptions for the preceding year and a reasonable estimate of the market value, appraised value and exemptions for the current year. Use the lower market, appraised or taxable value (as appropriate). Enter the total value not on the roll. [15] ..... + $ 0<br>**C. Total value under protest or not certified.** Add A and B. | $ 32,409,927 |
| 19. | **Current year tax ceilings.** Enter current year total taxable value of homesteads with tax ceilings. These include the homesteads of homeowners age 65 or older or disabled.[16] | $ 351,526,052 |
| 20. | **Anticipated contested value.** Affected taxing units enter the contested taxable value for all property that is subject to anticipated substantial litigation.[17] An affected taxing unit is wholly or partly located in a county that has a population of less than 500,000 and is located on the Gulf of Mexico.[18] If completing this section, the taxing unit must include supporting documentation in Section 6.[19] Taxing units that are not affected, enter 0. | $ 0 |
| 21. | **Current year total taxable value.** Add Lines 17C and 18C. Subtract Lines 19 and 20.[20] | $ 3,053,848,319 |
| 22. | **Total current year taxable value of properties in territory annexed after Jan. 1, of the prior year.** Include both real and personal property. Enter the current year value of property in territory annexed by the school district. | $ 0 |
| 23. | **Total current year taxable value of new improvements and new personal property located in new improvements.** New means the item was not on the appraisal roll in the prior year. An improvement is a building, structure, fixture or fence erected on or affixed to land. New additions to existing improvements may be included if the appraised value can be determined. New personal property in a new improvement must have been brought into the school district after Jan. 1, of the prior year, and be located in a new improvement. | $ 165,204,330 |
| 24. | **Total adjustments to the current year taxable value.** Add lines 22 and 23. | $ 165,204,330 |
| 25. | **Adjusted current year taxable value.** Subtract line 24 from line 21. | $ 2,888,643,989 |
| 26. | **Current year NNR tax rate.** Divide line 16 by line 25 and multiply by $100. | $ 1.2448 /$100 |

[11] Tex. Tax Code §§26.012 and 26.04(c-2)
[12] Tex. Tax Code §26.012(6)
[13] Tex. Tax Code §26.01(c) and (d)
[14] Tex. Tax Code §26.01(c)
[15] Tex. Tax Code §26.01(d)
[16] Tex. Tax Code §26.012(6)(B)
[17] Tex Tax Code §§26.012(6)(C) and 26.012(1-b)
[18] Tex Tax Code §26.012(1-a)
[19] Tex Tax Code §26.04(d-3)
[20] Tex Tax Code §26.012(6)

## Voter Approval Tax Rate

The voter-approval tax rate is the highest tax rate that a taxing unit may adopt without holding an election to seek voter approval of the rate. Most school districts calculate a voter-approval tax rate that is split into three separate rates.[21]

## SECTION 2: Maximum Compressed, Enrichment and Debt Tax Rate Worksheet

This section calculates three components of the voter-approval tax rate:

1. **Maximum Compressed Tax Rate (MCR):** A district's maximum compressed tax rate is defined as the tax rate for the current tax year per $100 of valuation of taxable property at which the district must levy a maintenance and operations tax to receive the full amount of the tier one allotment. [22]
2. **Enrichment Tax Rate:** [23] A district's enrichment tax rate is defined as any tax effort in excess of the district's MCR and less than $0.17. The enrichment tax rate is divided into golden pennies and copper pennies. School districts can claim up to 8 golden pennies, not subject to compression, and 9 copper pennies which are subject to compression. [24]
3. **Debt Rate:** The debt rate includes the minimum dollar amount required to be paid toward the school district's debt service for the current year. [25] This rate accounts for principal and interest on bonds and other debt secured by property tax revenue.

The MCR and Enrichment Tax Rate added together make up the school district's maintenance and operations (M&O) tax rate. Districts cannot increase the district's M&O tax rate to create a surplus in M&O tax revenue for the purpose of paying the district's debt service. [26]

If a school district adopted a tax rate that exceeded its voter-approval tax rate without holding an election to respond to a disaster in the prior year, as allowed by Tax Code Section 26.042(e), the school district may not consider the amount by which it exceeded its voter-approval tax rate (disaster pennies) in the calculation this year. This adjustment will be made in Section 4 of this worksheet.

A district must complete an efficiency audit before seeking voter approval to adopt a M&O tax rate higher than the calculated M&O tax rate, hold an open meeting to discuss the results of the audit, and post the results of the audit on the district's website 30 days prior to the election. [27] Additionally, a school district located in an area declared a disaster by the governor may adopt a M&O tax rate higher than the calculated M&O tax rate during the two-year period following the date of the *declaration without conducting an efficiency audit.* [28] Districts should review information from TEA when calculating their voter-approval tax rate.

| Line | MCR, Enrichment and Debt Tax Rate Worksheet | Amount/Rate |
|---|---|---|
| 27. | **Current year maximum compressed tax rate (MCR).** TEA will publish compression rates based on district and statewide property value growth. Enter the school districts' maximum compressed rate based on guidance from TEA. [29] | $ 0.6169 /$100 |
| 28. | **Current year enrichment tax rate.** Enter the greater of A and B. [30]<br>A. Enter the district's prior year enrichment tax rate ..... $ 0.1383 /$100<br>B. $0.05 per $100 of taxable value ..... $ 0.0500 /$100 | $ 0.1383 /$100 |
| 29. | **Current year maintenance and operations (M&O) tax rate.** Add Lines 27 and 28.<br>Note: M&O tax rate may not exceed the sum of $0.17 and the district's maximum compressed rate.[31] | $ 0.7552 /$100 |
| 30. | **Total current year debt to be paid with property tax revenue.**<br>Debt means the interest and principal that will be paid on debts that:<br>(1) Are paid by property taxes;<br>(2) Are secured by property taxes;<br>(3) Are scheduled for payment over a period longer than one year; and<br>(4) Are not classified in the school district's budget as M&O expenses.<br>A. **Debt** includes contractual payments to other school districts that have incurred debt on behalf of this school district, if those debts meet the four conditions above. Include only amounts that will be paid from property tax revenue. Do not include appraisal district budget payments. If the governing body of a taxing unit authorized or agreed to authorize a bond, warrant, certificate of obligation, or other evidence of indebtedness on or after Sept. 1, 2021, verify if it meets the amended definition of debt before including it here. [32]<br>Enter debt amount: ..... $ 18,899,256<br>B. Subtract **unencumbered fund amount** used to reduce total debt. ..... – $ 1,468,000<br>C. Subtract **state aid** received for paying principal and interest on debt for facilities through the existing debt allotment program and/or instructional facilities allotment program. ..... – $ 1,710,519<br>D. **Adjust debt:** Subtract B and C from A. | $ 15,720,737 |

[21] Tex. Tax Code §26.08(n)
[22] Tex. Edu. Code §48.2551(a)(3)
[23] Tex. Tax Code §26.08(i) and Tex. Edu. Code §45.0032
[24] Tex. Edu. Code §§48.202(a-1)(2)
[25] Tex. Tax Code §26.012(3)
[26] Tex. Edu. Code §45.0021(a)
[27] Tex. Edu. Code §11.184(b)
[28] Tex. Edu. Code §11.184(b-1)
[29] Tex. Edu. Code §§48.255, 48.2551(b)(1) and (b)(2)
[30] Tex. Tax Code §26.08(n)(2)
[31] Tex. Edu. Code §45.003(d)
[32] Tex. Tax Code §26.012(7)

| Line | MCR, Enrichment and Debt Tax Rate Worksheet | Amount/Rate |
|---|---|---|
| 31. | **Certified prior year excess debt collections.** Enter the amount certified by the collector. [33] | $ 451,470 |
| 32. | **Adjusted current year debt.** Subtract line 31 from line 30D. | $ 15,269,267 |
| 33. | **Current year anticipated collection rate.** If the anticipated rate in A is lower than actual rates in B, C and D, enter the lowest rate from B, C and D. If the anticipated rate in A is higher than at least one of the rates in the prior three years, enter the rate from A. Note that the rate can be greater than 100%. [34]<br>A. Enter the current year anticipated collection rate certified by the collector. [35] 100.00 %<br>B. Enter the prior year actual collection rate 99.44 %<br>C. Enter the 2024 actual collection rate 98.20 %<br>D. Enter the 2023 actual collection rate 99.44 % | 100.00 % |
| 34. | **Current year debt adjusted for collections.** Divide Line 32 by Line 33.<br>Note: If the governing body of the school district governs a junior college district in a county with a population of more than two million, add the amount of taxes the governing body proposes to dedicate to the junior college district in the current year to the result. | $ 15,269,267 |
| 35. | **Current year total taxable value.** Enter the amount on Line 21 of the *No-New-Revenue Tax Rate Worksheet.* | $ 3,053,848,319 |
| 36. | **Current year debt rate.** Divide Line 34 by Line 35 and multiply by $100. | $ 0.5000 /$100 |
| 37. | **Current year voter-approval tax rate.** Add Lines 29 and 36.<br>If the school district received distributions from an equalization tax imposed under former Chapter 18, Education Code, add the NNR tax rate as of the date of the county unit system's abolition to the sum of Lines 29 and 36. [36] | $ 1.2552 /$100 |

## SECTION 3: Adjustment for Pollution Control

A school district may raise its rate for M&O funds used to pay for a facility, device or method for the control of air, water or land pollution. This includes any land, structure, building, installation, excavation, machinery, equipment or device that is used, constructed, acquired or installed wholly or partly to meet or exceed pollution control requirements. The school district's expenses are those necessary to meet the requirements of a permit issued by the Texas Commission on Environmental Quality (TCEQ). The school district must provide the tax assessor with a copy of the TCEQ letter of determination that states the portion of the cost of the installation for pollution control.

This section should only be completed by a school district that uses M&O funds to pay for a facility, device or method for the control of air, water or land pollution.

| Line | Adjustment for Pollution Control Requirements Worksheet | Amount/Rate |
|---|---|---|
| 38. | **Certified expenses from the Texas Commission on Environmental Quality (TCEQ).** Enter the amount certified in the determination letter from TCEQ. [37] The school district shall provide its tax assessor with a copy of the letter. [38] | $ 0 |
| 39. | **Current year total taxable value.** Enter the amount on Line 21 of the *No-New-Revenue Tax Rate Worksheet.* | $ 3,053,848,319 |
| 40. | **Additional rate for pollution control.** Divide line 38 by line 39 and multiply by $100. | $ 0.0000 /$100 |
| 41. | **Current year voter-approval tax rate, adjusted for pollution control.** Add line 37 and line 40. | $ 1.2552 /$100 |

## SECTION 4: Prior Year Disaster Tax Rate Adjustment

If a school district adopted a tax rate that exceeded its voter-approval tax rate without holding an election to respond to a disaster in the prior year, as allowed by Tax Code Section 26.042(e), the school district may not consider the amount by which it exceeded its voter-approval tax rate in the calculation this year. [39] As such, it must reduce its voter-approval tax rate for the current tax year.

This section applies to a school district in a disaster area that adopts a tax rate greater than its voter-approval tax rate without holding an election in the prior year, as provided for by Tax Code Section 26.042(e).

| Line | Prior Year Disaster Adjustment Worksheet | Amount/Rate |
|---|---|---|
| 42. | **Prior year adopted tax rate.** Enter the rate in Line 4 of the *No-New-Revenue Tax Rate Worksheet.* | $ 1.2552 /$100 |
| 43. | **Prior voter-approval tax rate.** If the school district adopted a tax rate above the prior year voter-approval tax rate without holding an election due to a disaster, enter the voter-approval tax rate from the prior year's worksheet. | $ 0.0000 /$100 |

[33] Tex. Tax Code §§26.012(10) and 26.04(b)
[34] Tex. Tax Code §§26.04(h), (h-1) and (h-2)
[35] Tex. Tax Code §26.04(b)
[36] Tex. Tax Code §26.08(g)
[37] Tex. Tax Code §26.045(d)
[38] Tex. Tax Code §26.045(i)
[39] Tex. Tax Code §26.042(f) and Tex. Edu. Code §45.0032(d)

| Line | Prior Year Disaster Adjustment Worksheet | Amount/Rate |
|---|---|---|
| 44. | **Increase in the prior year tax rate due to disaster (disaster pennies).** Subtract Line 43 from Line 42. | $ 0.0000 /$100 |
| 45. | **Current year voter-approval tax rate, adjusted for prior year disaster.** Subtract Line 44 from one of the following lines (as applicable): Line 37 or Line 41 (school districts with pollution control). | $ 1.2552 /$100 |

## SECTION 5: Total Tax Rate

Indicate the applicable total tax rates as calculated above.

No-New-Revenue Tax Rate ..... $ 1.2448 /$100

Enter the current year NNR tax rate from Line 26.

Voter-Approval Tax Rate ..... $ 1.2552 /$100

As applicable, enter the current year voter-approval tax rate from Line 37, Line 41 or Line 45. Indicate the line number used: 37

## SECTION 6: Addendum

An affected taxing unit that enters an amount described by Tax Code Section 26.012(6)(C) in Line 20 must include the following as an addendum:

1. Documentation that supports the exclusion of value under Tax Code Section 26.012(6)(C); and
2. Each statement submitted to the designated officer or employee by the property owner or entity as required by Tax Code Section 41.48(c)(2) for that tax year.

Insert hyperlinks to supporting documentation:

## SECTION 7: School District Representative Name and Signature

Enter the name of the person preparing the tax rate as authorized by the governing body of the school district. By signing below, you certify that you are the designated officer or employee of the school district and have calculated the tax rates in accordance with requirements in Tax Code and Education Code. [40]

**print here** Dr. Kristin N. Brown

Printed Name of School District Representative

**sign here**

School District Representative

8/12/26

Date

[40] Tex. Tax Code §26.04(c)

**August 31- September 14, 2026**

# UPCOMING EVENTS

Lake Dallas Independent School District

| | | | |
|---|---|---|---|
| **August** | | | |
| LDISD Board of Trustees Special Meeting | 31 | 5:30PM | Central Services |
| **September** | | | |
| Play, Learn, Grow: Pre-K Family Night | 1 | 6:00PM | LDE |
| LDHS Tennis vs Whitesboro | 2 | 4:00PM | LDHS |
| LDHS Volleyball vs Braswell | 4 | 5:00PM | LDHS |
| Varsity Football vs Peaster<br>(Middle School Night) | 4 | 7:00PM | Falcon Stadium |
| LDHS Volleyball vs Gainesville<br>(Senior Night) | 8 | 5:00PM | LDHS |
| Homecoming Parade | 8 | 6:30PM | LDHS |
| PTA Donuts with Dads & Special Guests<br>(Last Name A-M) | 10 | 7:30AM | LDE |
| Grandparent's Day (Last Name A-M) | 10 | 7:30AM | CE |
| Homecoming Parade of the Halls | 10 | 9:30AM | All Elementary Campuses |
| 7th & 8th Grade Football vs Krum | 10 | 4:30PM | LDMS |
| Grandparent's Day (Last Name N-Z) | 11 | 7:30AM | CE |
| PTA Donuts with Dads & Special Guests<br>(Last Name N-Z) | 11 | 7:30AM | LDE |
| Varsity FB vs Krum<br>(Homecoming/First Responder Night) | 11 | 7:00PM | Falcon Stadium |
| Homecoming Dance | 12 | 7:00PM | LDHS |

| | | | |
|---|---|---|---|
| Grandparent's Day Lunch | 14 | Lunch Period | LDMS |
| LDMS Volleyball vs Van Alstyne | 14 | 5:00PM | LDMS |
| LDISD Board of Trustees Meeting | 14 | 5:30PM | Central Services |