

# Lake Dallas Independent School District

## Lake Dallas High School

### 2024-2025 Campus Improvement Plan



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# Comprehensive Needs Assessment

## Student Learning

### Student Learning Summary

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

Algebra 1 STAAR scores are an area of focus.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** We have less than 20% of students reaching a score of Masters on EOC exams in English I & II, Biology, and Algebra. **Root Cause:** Lack of opportunities within our lessons for students to have extension activities that will create higher order thinking.

# Priority Problem Statements

**Problem Statement 2:** We have less than 20% of students reaching a score of Masters on EOC exams in English I & II, Biology, and Algebra.

**Root Cause 2:** Lack of opportunities within our lessons for students to have extension activities that will create higher order thinking.

**Problem Statement 2 Areas:** Student Achievement - Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

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

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

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

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

#### **Employee Data**

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

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

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

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

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





# Priorities

Revised/Approved: July 15, 2024

**Priority 1:** Priority 1: Increase Student Success





**Goal 1:** By May 2025, LDHS will increase achievement in Math and English STAAR/EOC scores by 5%.

**Evaluation Data Sources:** STAAR/ EOC scores, benchmark data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> LDHS will implement PLC planning opportunities for core teachers. <b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> LDHS will continue to implement advisory time as a support framework for students. <b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach Linton	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Priority 1:** Priority 1: Increase Student Success





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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> LDHS will implement a attendance monitoring process to intervene with students at risk of losing credit. <b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach Lead: Potts	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> LDHS will implement seat time protocols for credit recovery during the school year. <b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach Lead: Potts	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>			




**Priority 1:** Priority 1: Increase Student Success

**Goal 3:** By May 2025, 88% of LDHS seniors will meet CCMR criteria.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide multiple opportunities for students to gain CCMR through IBCs. <b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach Lead: Avelino, Gomez	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> LDHS will provide multiple opportunities for students to meet CCMR through administration of the TSIA, SAT, and Texas College Bridge. <b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach Lead: Avelino, Gomez	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> LDHS will facilitate multiple opportunities for students to have access to military recruiters. <b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach Lead: Potts, Lovejoy	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> LDHS will implement CCMR tracking through the use of the Career Craft data management software. <b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach Lead: Gomez, Canales	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>			





**Priority 1:** Priority 1: Increase Student Success

**Goal 4:** LDHS will implement a Freshmen Initiative to increase success of 9th grade students on track to graduation.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> By May 2025, Freshmen failure rate will decrease by 5%. <b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach Lead: Lopez	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> By May 2025, Freshmen discipline referrals will decrease by 5%. <b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach Lead: Lopez	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> By May 2025, Freshmen attendance rate will increase by 3%. <b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach Lead: Lopez, Salas	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
			





**Priority 1:** Priority 1: Increase Student Success

**Goal 5:** LDHS will set service learning expectations for all student organizations.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> All student organizations will take part in at least one service project during the school year. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Student Organization Leaders	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>			





**Priority 2:** Priority 2: Increase Faculty and Staff Engagement

**Goal 1:** LDHS will increase the percent of staff retained for the 2025-26 school year.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> LDHS will provide an experienced mentor for all new hires within their department to assist with curriculum, lesson planning, and campus procedural support. <b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach Lead: Avelino, Potts, Nay	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> LDHS will continue to provide weekly relevant information to teachers through the campus newsletter and email. <b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach Lead: Avelino	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Priority 2:** Priority 2: Increase Faculty and Staff Engagement

**Goal 2:** LDHS will provide targeted, on time professional development for teachers based on areas of need.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> LDHS will provide multiple lunch and learn sessions as well as staff meeting and scheduled PD for new and returning staff members.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach Lead: Avelino, Linton, Nay</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			





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

**Goal 1:** LDHS will engage in weekly communication with the campus community during the 2024-25 school year.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> LDHS will communicate through our Weekly Newsletter, Counselors communication, Parent Square, and social media. <b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach, Counselors	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			





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

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Plan and host all the following events: Fish Camp, Open House, Homecoming week, 8th Grade Day, Adulging Day, Activities Fair, and Spring Showcase.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach, Counselors, Organization Sponsors</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Priority 4:** Priority 4: Efficient Operations


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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Meet with department chairs once per year for budgetary needs assessment. <b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach, Dept Chairs	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> LDHS will align campus budget with the CIP priorities. <b>Staff Responsible for Monitoring:</b> M. Avelino, K. Gross	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress                 </div> <div style="text-align: center;">  100% Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>			



**Priority 4:** Priority 4: Efficient Operations

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> LDHS will implement daily door checks and campus entry procedures. <b>Staff Responsible for Monitoring:</b> Administration and all staff	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> LDHS will work with the staff and campus SRO to maintain safety procedures and monthly emergency drill schedules. <b>Staff Responsible for Monitoring:</b> Avelino, Potts, SRO	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Continue to implement the Say Something anonymous reporting system and Raptor alert system. Monitor student technology reports and Linewize reports for safety concerns. <b>Staff Responsible for Monitoring:</b> Avelino, Potts, SRO	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
			

# State Compensatory

## Budget for Lake Dallas High School

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 0

### Brief Description of SCE Services and/or Programs

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