

# Lake Dallas Independent School District

## Lake Dallas Elementary School

### 2024-2025 Campus Improvement Plan



# Mission Statement

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

## Vision

Small School Atmosphere, Big School Opportunities

## Core Beliefs

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Lake Dallas Elementary (LDE) is a neighborhood school with most students residing within a couple of miles of the campus. Lake Dallas Elementary serves approximately 520 students. Our student population is 48.45% Hispanic, 37.21% White, 5.81% Black-African American, 5.04% Two-or-More Races, 3.10% Asian, 0.19% American Indian-Alaskan Native, and 0.19% Native Hawaiian-Pacific Islander. 58% of our students are Economically Disadvantaged and 57% are At-Risk. 9.5% of the student population is Dyslexic and Gifted and Talented make up 6.4%. Section 504 is 10.47%, Special Education is 14.92%, and 28.1% are Emergent Bilingual. The 2023-24 campus attendance rate was 95.7%.

The 2024-25 school year will be Lake Dallas Elementary School's 14th 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 13 and 25 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 Program Manager for the campus. The 2013-2014 school year was the first year LDE offered a CIS program manager year-round. The CIS program will continue through the 2024-25 school year.

### Demographics Strengths

- LDE had 103 students served by CIS.
- 65% of LDE teachers have taught for more than 11 years.
- 39.9% 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.

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

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

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

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

# Student Learning

## Student Learning Summary

Approaches or Above all								
	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races
Subject Area - Reading								
2024	71%	47%	67%	80%	N/A	100%	67%	77%
2023	80%	80%	76%	83%	N/A	N/A	100%	75%
2022	77%	58%	77%	81%	N/A	N/A	100%	68%
2021	65%	56%	60%	72%	N/A	N/A	100%	62%
Subject Area - Mathematics								
2024	64%	41%	56%	76%	N/A	100%	78%	69%
2023	72%	73%	66%	82%	N/A	N/A	100%	50%
2022	63%	53%	56%	75%	N/A	N/A	86%	50%
2021	65%	50%	59%	70%	N/A	N/A	100%	77%
Subject Area - Science								
2024	53%	17%	44%	70%	N/A	N/A	100%	50%
2023	58%	50%	56%	64%	N/A	N/A	N/A	33%
2022	47%	30%	42%	56%	N/A	N/A	50%	50%
2021	63%	50%	54%	77%	N/A	N/A	100%	50%

Approaches or Above all					
	SPED (Current)	SPED (Former)	Econ Disadv	At Risk	EL Current & Monitored

Approaches or Above all					
Subject Area - Reading					
2024	39%	80%	63%	48%	54%
2023	44%	89%	74%	72%	67%
2022	54%	71%	71%	72%	75%
2021	40%	50%	61%	53%	47%
Subject Area - Mathematics					
2024	31%	50%	51%	38%	46%
2023	50%	67%	64%	63%	58%
2022	40%	57%	58%	52%	49%
2021	28%	50%	56%	49%	55%
Subject Area - Science					
2024	31%	50%	39%	23%	28%
2023	23%	100%	52%	43%	48%
2022	19%	N/A	36%	30%	11%
2021	38%	33%	55%	44%	43%

Meets or Above all								
	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races
Subject Area - Reading								
2024	51%	29%	45%	59%	N/A	100%	56%	54%
2023	47%	33%	42%	51%	N/A	N/A	100%	50%
2022	44%	26%	40%	50%	N/A	N/A	71%	45%
2021	33%	19%	22%	42%	N/A	N/A	100%	54%
Subject Area - Mathematics								
2024	38%	6%	29%	53%	N/A	N/A	33%	46%

Meets or Above all								
<b>2023</b>	36%	13%	30%	47%	N/A	N/A	75%	31%
<b>2022</b>	27%	21%	18%	37%	N/A	N/A	43%	18%
<b>2021</b>	31%	N/A	25%	39%	N/A	N/A	100%	38%
Subject Area - Science								
<b>2024</b>	18%	N/A	14%	22%	N/A	N/A	25%	50%
<b>2023</b>	22%	25%	11%	31%	N/A	N/A	N/A	17%
<b>2022</b>	19%	N/A	13%	28%	N/A	N/A	50%	25%
<b>2021</b>	22%	N/A	10%	35%	N/A	N/A	100%	25%

Meets or Above all					
	SPED (Current)	SPED (Former)	Econ Disadv	At Risk	EL Current & Monitored
Subject Area - Reading					
<b>2024</b>	11%	50%	38%	21%	28%
<b>2023</b>	5%	33%	36%	31%	30%
<b>2022</b>	17%	29%	33%	33%	32%
<b>2021</b>	14%	10%	23%	13%	15%
Subject Area - Mathematics					
<b>2024</b>	9%	30%	24%	15%	23%
<b>2023</b>	10%	22%	25%	24%	22%
<b>2022</b>	19%	14%	20%	17%	10%
<b>2021</b>	12%	10%	24%	18%	19%
Subject Area - Science					
<b>2024</b>	8%	N/A	9%	3%	N/A
<b>2023</b>	8%	N/A	15%	13%	17%
<b>2022</b>	6%	N/A	9%	7%	N/A



	Meets or Above all				
<b>2021</b>	N/A	N/A	17%	9%	4%

Masters or Above all								
	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races
Subject Area - Reading								
<b>2024</b>	22%	12%	16%	33%	N/A	100%	22%	8%
<b>2023</b>	16%	N/A	9%	21%	N/A	N/A	75%	19%
<b>2022</b>	22%	11%	17%	27%	N/A	N/A	57%	18%
<b>2021</b>	17%	13%	8%	23%	N/A	N/A	75%	31%
Subject Area - Mathematics								
<b>2024</b>	11%	N/A	7%	17%	N/A	N/A	22%	15%
<b>2023</b>	12%	N/A	6%	18%	N/A	N/A	50%	13%
<b>2022</b>	12%	5%	7%	18%	N/A	N/A	43%	9%
<b>2021</b>	15%	N/A	12%	19%	N/A	N/A	75%	8%
Subject Area - Science								
<b>2024</b>	3%	N/A	N/A	4%	N/A	N/A	25%	N/A
<b>2023</b>	6%	25%	3%	7%	N/A	N/A	N/A	N/A
<b>2022</b>	2%	N/A	3%	N/A	N/A	N/A	50%	N/A
<b>2021</b>	11%	N/A	2%	16%	N/A	N/A	100%	25%

Masters or Above all						
	Two or More Races	SPED (Current)	SPED (Former)	Econ Disadv	At Risk	EL Current & Monitored
Subject Area - Reading						

	Masters or Above all					
<b>2024</b>	8%	2%	20%	9%	6%	9%
<b>2023</b>	19%	N/A	11%	8%	5%	4%
<b>2022</b>	18%	6%	N/A	14%	14%	15%
<b>2021</b>	31%	5%	N/A	11%	6%	5%
	Subject Area - Mathematics					
<b>2024</b>	15%	N/A	10%	4%	2%	5%
<b>2023</b>	13%	3%	N/A	7%	5%	4%
<b>2022</b>	9%	4%	14%	6%	5%	4%
<b>2021</b>	8%	7%	N/A	10%	6%	9%
	Subject Area - Science					
<b>2024</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>2023</b>	N/A	N/A	N/A	3%	2%	4%
<b>2022</b>	N/A	N/A	N/A	2%	N/A	N/A
<b>2021</b>	25%	N/A	N/A	7%	2%	N/A

Approaches or higher scores showed a decline in Reading, Math, and Science from the previous year (2023 Reading 80%, 2023 Math 72%, 2023 Science 58%). 71% of our students achieved Approaches Grade Level or higher on the Reading STAAR assessment. 64% of our students achieved Approaches Grade Level or higher on the Math STAAR Assessment. 53% of our students achieved Approaches Grade Level or higher on the Science STAAR assessment.

The following graph shows the percentage of students that 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	77%
2	21%
3	36%
4	35%
5	35%
K-2	56%
3-5	35%

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

Grade Level	BOY- % On Level or Above Level	EOY - % On Level or Above Level
K	MOY - 36.4 %	45.6%
1	38 %	39.4 %
2	25.5 %	43.8 %
3	50.8 %	45.8 %
4	48.2 %	46.2 %
5	53 %	47.4 %

The campus utilized a variety of research-based data sources in order to monitor student progress and draw conclusions regarding student achievement. In grades K-5, the campus has utilized Fountas and Pinnell and NWEA MAP Growth to assess student learning. The RtI Team continued to focus on student success for students in the RTI process by making recommendations for a multitude of interventions. Most tier 2 and tier 3 interventions were put in place during Tier Time (Falcon Time), allowing full access to the curriculum, and included the use of a Title I instructional assistant for reading support.

### Student Learning Strengths

## STAAR Performance Measures Grades 3-5

In Science, our current Special Education students' scores have continued to steadily improve in the Approaches level over the past three years, increasing from 19% Approaches in 2022 to 31% Approaches in 2024.

Our Reading and Math Meets or higher scores increased from the previous year for our All Students Group (Reading 47% to 51%, Math 36% to 38%). In addition, Reading saw improvements in the Meets or higher scores for the Hispanic, White, and Two or More Races student groups compared to last year. We also saw increases in Meets or higher in Reading in our current and former Special Education student groups compared to last year: Current SPED 5% to 11% and Former SPED 33% to 50%. Math saw improvements in the Meets or higher scores for the White and Two or More Races student groups compared to last year.

We saw gains in the number of students achieving Masters on the Reading STAAR assessment in the All Students category, as well as the Hispanic, White, Former Special Education, Economically Disadvantaged, At-Risk, and EL Current & Monitored student groups compared to last year's scores.

## TELPAS

Our students made gains on the TELPAS assessment demonstrating growth. The most growth was seen in first grade where we had 24 Emergent Bilingual Students and 17 of them (or 77%) progressed at least one proficiency level on their TELPAS composite score.

## Literacy K-5

Kindergarten through second grade showed gains from their first Fountas & Pinnell testing to their End-of-Year Fountas & Pinnell reading level testing. More students were reading

on or above level than when they tested at the beginning of the year in the early grades.

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

**Problem Statement 1 (Prioritized):** Reading: In K-5, 55% of students were reading below grade level according to Fountas & Pinnell. **Root Cause:** Professional Development is needed in research-based literacy practices.

**Problem Statement 2 (Prioritized):** On Grade 5 Science STAAR, 53% of students met the passing standard. **Root Cause:** Teachers needed clarity on the instructional rigor of science requirements as well as a daily schedule that lent itself more to hands-on activities.

**Problem Statement 3 (Prioritized):** On STAAR Mathematics, 64% of all students in grades 3-5 scored Approaches or higher. **Root Cause:** Students are demonstrating gaps in their mathematics learning that need to be filled. Teachers need access to quality professional development and high-quality instructional materials to support the mathematics TEKS.

# School Processes & Programs

## School Processes & Programs Summary

LDE has begun a transition from a Transitional Early Exit bilingual program to a Dual Language One Way program. LDE has partnered with Region 11 to ensure the implementation is aligned to the state Dual Language Immersion program framework. This process will take place over the course of several years, beginning with the addition of signage in both Spanish and English, authentic Spanish Texts, and a bilingual curriculum for kindergarten and 1<sup>st</sup> grade. Beginning with the 2022-23 school year, all emergent bilingual students began utilizing Summit K12 to leverage individualized learning paths that will further develop and enrich English language acquisition.

The district/campus continued the use of TEKS Resource System curriculum for 2023-2024. Students utilized Moby Max adaptive learning software for academic intervention during the 2023-24 school year.

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

Multiple opportunities for student tutorials were provided throughout the school year. Individual teachers, special area teachers, CIS tutorials, as well as campus-wide efforts to provide extended learning to students through tutorials and open library, were all available in 2023-24.

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

Along with the campus-wide utilization of Tier 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 benefitted from required federal/state trainings, district trainings, campus trainings, and grade level/content specific training throughout the school year. All staff received Solution Tree Professional Learning Communities training prior to the start of the 2023-2024 school year.

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

Strong efforts were made by the campus to recruit new staff members for the 2024-2025 school year. Multiple applicants for each open position were carefully considered.

Each classroom is equipped with a ClearTouch interactive board. Professional development is provided to teachers on technology equipment yearly and as needed throughout the year.

Teachers have access to multiple media resources daily-- Classlink, Skyward, Gradebook, Gmail, Eduphoria, etc.

Wireless access points are available for 100% of the campus, including the library, front office, and conference room.

LDE will continue to have 2 full-day PreK sections, both taught by certified teachers.

The Threat Assessment Team (now called Safe and Supportive Schools Program team or SSSP team) was created during the 2019-2020 school year as an organized means of assessing the needs of students in need of assistance with a team available at each campus. The SSSP teams will continue for the 2024-2025 school year.

During the 2023-2024 school year, the following extracurricular clubs were offered to students after school: elementary choir, 4-H Cheftastics Cooking Club, Folklorico, Crochet

Club, and GOAL Soccer Club. During the 2024-25 school year, students will be offered the opportunity to participate in club time during the school day.

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

- Professional Learning Communities were held weekly and facilitated by grade level team leads and the campus instructional coach. PLCs were utilized to review student progress and plan for future instruction and intervention.
- The Campus Leadership Team (CLT), which includes administrators, RTI Specialist, ESL Specialist, Counselor, and Instructional Coach, also met to ensure campus practices aligned to the campus mission and vision.
- Campus Bilingual Interventionist supported literacy growth and development of Emergent Bilingual population.
- Reading Specialist supported literacy growth and development by providing support to developing readers.

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

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

# Perceptions

## Perceptions Summary

During the 2023-2024 school year, Possip surveys were sent out to LDE families each month to gather feedback about general campus topics, such as operations, academics, teachers and staff, and community and culture. Feedback that was generated was used to improve campus operations and improve upon the family-school relationship/communication. End-of-Year Possip Results show that 98% of LDE respondents were happy or mostly happy with our campus.

Distribution of Possip Praise by Category	
Teacher & Staff	48%
General	34%
Community & Culture	9%
Academic	5%
Operations	4%

All LDE faculty and staff were provided with the opportunity to complete an Upbeat Survey at the beginning and end of the year to provide insight into their perceptions regarding Staff Engagement. 86% of the faculty and staff completed the survey at the beginning of the year, and 85% of the faculty and staff completed the survey at the end of the year. Data from the Spring showed opportunities for growth in building teacher leadership capacity and teacher voice.

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 2024. We received 161 student surveys, 36 staff surveys, and 41 family surveys. The overall Leader in Me score was a 77, with a score of 76 in Leadership, a score of 80 in Culture, and a score of 76 in Academics. Scores increased from last year to this year in every sub-category, except for Empowered Learners and Goal Achievement.

Leader in Me MRA Sub-Categories	2023 MRA Score	2024 MRA Score	Difference
Student Leadership	74	75	+1
Staff Leadership	74	78	+4
Family & Community Engagement	71	75	+4
Supportive Student Environment	75	78	+3
Supportive Staff Environment	74	82	+8
Empowering Teachers	77	79	+2
Empowered Learners	79	76	-3

Leader in Me MRA Sub-Categories	2023 MRA Score	2024 MRA Score	Difference
Goal Achievement	76	75	-1

### Perceptions Strengths

LDE families report positively when surveyed monthly on Possip surveys, with 98% 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 collaboration, appreciation, care and commitment, and satisfaction and purpose percentages for engagement are higher than the district engagement percentages. From the fall to spring Upbeat survey, the work/life balance and appreciation categories saw gains, indicating that staff is feeling more appreciated and to better manage the stress of work demands.

On the MRA Leader in Me Survey, we saw gains across the board in the Overall LIM Score and the three categories of Leadership, Culture, and Academics. The Overall LIM Scores increased from 74 to 77 from last year. The Leadership category increased from 73 to 76 this year, with positive gains in Student Leadership (+1), Staff Leadership (+4), and Family & Community Engagement (+4). The Culture category increased from 74 to 80 this year, with positive gains in Supportive Student Environment (+3) and Supportive Staff Environment (+8). In the Academics category, we saw positive gains in Empowering Teachers (+2).

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Students do not feel empowered or supported when applying their personal leadership habits in their academic pursuits. **Root Cause:** The master schedule was adjusted during the 2023-24 school year moving the Leadership Block from the beginning of the day to the end of the day. Students and teachers did not have adequate time to implement and apply Leader in Me goal-setting and leadership habits during the school day.



# Priority Problem Statements

**Problem Statement 1:** On STAAR Mathematics, 64% of all students in grades 3-5 scored Approaches or higher.

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

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Reading: In K-5, 55% of students were reading below grade level according to Fountas & Pinnell.

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

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** On Grade 5 Science STAAR, 53% of students met the passing standard.

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

**Problem Statement 3 Areas:** Student Learning

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

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

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

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

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

**Problem Statement 5 Areas:** Demographics

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

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

**Problem Statement 6 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

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

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

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

### **Parent/Community Data**

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

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

# Priorities

Revised/Approved: July 15, 2024





## Priority 1: Priority 1.1: Student Success

**Goal 1:** By May of 2025, LDE students will increase achievement in Math and Reading by 5%.

**Evaluation Data Sources:** STAAR scores, NWEA MAP, CLI, TPRI, Fountas & Pinnell

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





Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Using data, timely interventions will be provided to all students, including those who are identified as at-risk and/or required to have accelerated instruction to meet the requirements of HB1416.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> LDE will have a Reading Specialist provide targeted intervention and literacy support for students in grades K-5.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and growth in reading</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Early Literacy Specialist (50%) - 199 State Compensatory Education (SCE) - \$34,500</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> LDE will provide an RtI/MTSS Specialist on the campus for supporting with progress monitoring and student instructional support and interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> RtI Specialist (50%) - 199 State Compensatory Education (SCE) - \$34,500</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>

Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> LDE will provide dyslexia trained general education therapists and MTA-trained special education teachers to support students identified with dyslexia.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Dyslexia Specialist (25%) - 199 State Compensatory Education (SCE) - \$15,500, Dyslexia Specialist (25%) - 199 State Compensatory Education (SCE) - \$15,500</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> LDE will provide full-day Pre-kindergarten for the 2024-2025 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> PreK Teacher (50%) - 199 State Compensatory Education (SCE) - \$35,000, PreK Teacher (50%) - 199 State Compensatory Education (SCE) - \$35,000, PreK Paraprofessional (50%) - 199 State Compensatory Education (SCE) - \$10,500, PreK Paraprofessional (50%) - 199 State Compensatory Education (SCE) - \$10,500</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Provide summer programming to meet students' needs for accelerated instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum, Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Summer School - 199 State Compensatory Education (SCE)</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
<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 1.1: Student Success

**Goal 2:** By May 2025, the percentage of Emergent Bilingual students who advance at least one proficiency level as measured by 2024 TELPAS will increase by 5%.

**Evaluation Data Sources:** TELPAS 2025 report


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



**Priority 1:** Priority 1.1: Student Success

**Goal 3:** By May 2025, LDE will increase the student attendance rate to 96.7%.

**Evaluation Data Sources:** Campus Attendance Reports





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

**Priority 1:** Priority 1.1: Student Success

**Goal 4:** By May 2025, LDE will increase to 80% in Trusting Relationships and School Belonging as measured by the Leader in Me Measurable Results Assessment (MRA).

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





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> LDE will utilize Positive Behavior Interventions &amp; Supports (PBIS) to generate student engagement.  <b>Strategy's Expected Result/Impact:</b> Increase in attendance and engagement resulting in increased student achievement.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students will hold leadership roles on campus through the development of Student Action Groups.  <b>Strategy's Expected Result/Impact:</b> Increased student voice in decision-making  <b>Staff Responsible for Monitoring:</b> Lighthouse Action Group Leads</p> <p><b>Title I:</b>                      2.6  <b>- ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> School-wide leadership assemblies will be held throughout the school year and will be student-led. The assemblies will highlight student achievement and student leadership.  <b>Strategy's Expected Result/Impact:</b> Increased student engagement and culture  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Lighthouse Coordinators</p> <p><b>Title I:</b>                      2.6  <b>- ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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 2025.</p> <p><b>Strategy's Expected Result/Impact:</b> To provide climate and culture perception data from students</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Lighthouse Coordinators</p>	Formative		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Goal 1:** By May 2025, LDE will retain 90% of the teaching staff for the 2025-2026 school year.





**Evaluation Data Sources:** Staffing reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> LDE staff will complete an Upbeat Survey in the Fall and Spring of the 2024-2025 school year.  <b>Strategy's Expected Result/Impact:</b> Feedback will be used to gauge the organizational health the campus and work towards continuous improvement.  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> The campus leadership team will celebrate staff on a continual basis throughout the year.  <b>Strategy's Expected Result/Impact:</b> Increased staff morale; Increase in Upbeat survey results in the area of appreciation  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> All teachers with less than 3 years of teaching experience will receive mentoring and support from an assigned mentor and the Instructional Coach.  <b>Strategy's Expected Result/Impact:</b> Increase in teacher capacity and retention  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> All teachers with less than 3 years of teaching experience or new to the campus will receive support through monthly campus support meetings led by the campus instructional leadership team.  <b>Strategy's Expected Result/Impact:</b> Increase in teacher support as measured on Upbeat survey  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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





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

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

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

**Goal 1:** By May 2025, LDE will increase engagement participation in parent/community communication during the 2024-2025 school year by 5%.

**Evaluation Data Sources:** Parent Square, Social media analytics, S'more newsletter analytics





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> LDE will share bi-monthly campus newsletters with families.  <b>Strategy's Expected Result/Impact:</b> Increased campus communication to families  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Increased campus communication to families  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> LDE will utilize social media at a minimum of 2 times a week to provide up-to-date communication, including campus events, and to showcase student learning.  <b>Strategy's Expected Result/Impact:</b> Increased campus communication to families and community  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> LDE will send out Possip Surveys every month to gather feedback/communication from parents.  <b>Strategy's Expected Result/Impact:</b> Increased communication with families  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Goal 2:** By May 2025, LDE will increase the Measurable Results Assessment (MRA) percentage in family and community engagement by 5%.

**Evaluation Data Sources:** MRA and Possip surveys

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> LDE will host a family night in the fall and spring semesters that focuses on student learning.  <b>Strategy's Expected Result/Impact:</b> Increased parent engagement  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I:</b> 4.2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Each grade level will host an open house night and musical performance for families to attend. Students will share their leadership portfolios with their families during the open house.  <b>Strategy's Expected Result/Impact:</b> Increased parent/community engagement  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> LDE will partner with Communities in Schools during the 2024-2025 school year.  <b>Strategy's Expected Result/Impact:</b> Increased parent/community engagement.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> LDE will partner with the PTA during the 2024-2025 school year.  <b>Strategy's Expected Result/Impact:</b> Increased family and community engagement  <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>





Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increased parent engagement <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> LDE will partner with the Lake Cities Fire Department during the month of October for Fire Prevention/Safety Month. <b>Strategy's Expected Result/Impact:</b> Increased parent/community engagement. Increased fire safety awareness for students <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> LDE will partner with the Rotary Club during the 2024-2025 school year. <b>Strategy's Expected Result/Impact:</b> Increased community engagement <b>Staff Responsible for Monitoring:</b> Principal/Assistant Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> LDE will 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. <b>Strategy's Expected Result/Impact:</b> Increased community engagement <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			



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

**Goal 1:** From August 2024 through May 2025, LDE will ensure a financially responsible budget is followed.


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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop campus budget and monitor expenditures to ensure alignment with the CIP priorities throughout the school year. <b>Strategy's Expected Result/Impact:</b> To ensure efficient and effective use of funds <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <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 2:** From August 2024 through May 2025, LDE will implement procedures to ensure safe, secure facilities.

**Evaluation Data Sources:** Audit door logs

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> LDE will work with the staff and campus SRO to maintain safety procedures and monthly emergency drill schedules. <b>Strategy's Expected Result/Impact:</b> Increased campus security <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> LDE will implement daily door checks and campus entry procedures. <b>Strategy's Expected Result/Impact:</b> Increased campus security <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, SRO	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> LDE will continue to implement and monitor the Say Something anonymous reporting system and the Raptor alert system. <b>Strategy's Expected Result/Impact:</b> Increased safety and security protocols <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
			

# State Compensatory

## Budget for Lake Dallas Elementary School

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 0

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

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

# Title I Personnel

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