

Lake Dallas Independent School District

Lake Dallas Middle School

2024-2025 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	4
School Processes & Programs	6
Perceptions	8
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Priorities	13
Priority 1: Priority 1: Increase Student Success	13
Priority 2: Priority 2: Increase Faculty and Staff Engagement	26
Priority 3: Priority 3: Improve Parent & Family/Community Support	32
Priority 4: Priority 4: Efficient Operations: Ensure Strong Financial Stewardship	37
State Compensatory	44
Budget for Lake Dallas Middle School	44

Comprehensive Needs Assessment

Demographics

Demographics Summary

Lake Dallas Middle School is the only middle school in Lake Dallas ISD. LDMS students live in four neighboring communities--Lake Dallas, Corinth, Shady Shores, and Hickory Creek. Campus enrollment has remained fairly consistent over the last few years with about 900 students. The mobility rate is at 11.7%, which is below the state average.

The 2024 - 2025 school year will be LDMS's 13th year as a Title I campus. Since 2014-2015, the Economically Disadvantaged population has hovered around 40% and was at 41.5% for the 2022-2023 school year. Our student demographics have remained consistent over the last six years with slight growth in our Hispanic population (TAPR 2013-2014=23.3%, TAPR 2020-2021=33.4%, TAPR 2021-2022=35.2%, and TAPR 2023-2023=35.9%). The elementary campuses in the LDMS feeder system continue to see growth in their Hispanic and Economically Disadvantaged populations so the middle school is expecting to experience significant growth in both of those demographics over the next 5 years. Our population of EB Learners has increased over the last few years, in 2014-2015 our campus was 5.4% and on the most recent report, the percentage increased to 12.9% but remains below the state average.

The current student information (TAPR) shows a couple of campus groups that are higher than the district groups: Gifted & Talented (10.1% campus, 7.0% district), Special Education (15.0% campus, 12.8% district), and those identified as At-Risk (40.1% campus, 51.0% district). As a campus, we are above the state average in Special Education (15.0% campus, 12.6% state) and Gifted and Talented (10.1% campus, 8.2% state).

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

In 2016, LDMS joined in a partnership with Communities in Schools to secure a School Program Manager for the campus. The program will continue through 2024-2025.

Demographics Strengths

- Campus attendance rate is 94.3%
- Over 100 students served by Communities in Schools
- LDMS class size ratios remain low in order to best serve the diverse population of students.

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

STAAR (Spring 2024 Administration)

STAAR Results Spring 2024:

6th grade Reading 76% Approaches with 49% Meets and 24% Masters; ED 67%, ESL 50%, Sp Ed 28%, GT % (Approaches)

6th grade Math 77% Approaches with 37% Meets and 11% Masters; ED 65%, ESL %, Sp Ed 41%, GT % (Approaches)

7th grade Reading 75% Approaches with 52% Meets and 26% Masters; ED 60%, ESL %, Sp Ed 37%, GT % (Approaches)

7th grade Math 51% Approaches with 25% Meets and 2.4% Masters; ED 41%, ESL %, Sp Ed 31%, GT % (Approaches)

8th grade Reading 83% Approaches 56% Meets and 32% Masters; ED 73%, ESL %, Sp Ed 52%, GT % (Approaches)

8th grade Math 69% Approaches, 25% Meets and 4% Masters; ED 65%, ESL %, Sp Ed 62%, GT % (Approaches)

8th grade Science 78% Approaches, 49% Meets and 17% Masters; ED 68%, ESL %, Sp Ed 42%, GT % (Approaches)

8th grade Social Studies 58% Approaches, 32% Meets and 20% Masters; ED 45%, ESL %, Sp Ed 37%, GT % (Approaches)

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

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

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

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

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

Student Learning Strengths

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

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

Problem Statements Identifying Student Learning Needs

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

Problem Statement 2 (Prioritized): The ESL, Special Education and Economically disadvantaged populations continue to score significantly lower on STAAR Math when compared to the campus. **Root Cause:** Increasing numbers of these sub-populations, combined with overlapping categories of challenge (mobility rates, EBs, etc.) create barriers to learning.

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

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

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

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

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

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

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

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

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

School Processes & Programs Strengths

The OHI survey revealed that "Cohesiveness" is one of the strengths at LDMS. The positive and warm family feel of LDMS is a definite strength for the campus. We are complimented daily on how welcoming and friendly our staff is to parents, guest speakers, visitors, and to each other.

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

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

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

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

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

Problem Statements Identifying School Processes & Programs Needs

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

Perceptions

Perceptions Summary

Teachers filled out surveys on discipline and procedures.

Students filled out career interest surveys.

The communities in schools position and work with students.

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

Collaboration with local services was strong in 2023-2024--Fire dept, parks and rec, public library, etc.

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

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

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

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

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

LDMS provided parent volunteer opportunities as field trip chaperones.

Perceptions Strengths

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

The Adult classes offered in partnership with Denton ISD have been well received and frequently attended by some parents this year. We hope to see the program grow in 2024-25.

Feedback from parents indicates that they feel welcome at LDMS.

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

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

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

Problem Statements Identifying Perceptions Needs

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

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

Priority Problem Statements

Problem Statement 1: The ESL, Special Education and Economically disadvantaged populations continue to score significantly lower on STAAR Math when compared to the campus.

Root Cause 1: Increasing numbers of these sub-populations, combined with overlapping categories of challenge (mobility rates, EBs, etc.) create barriers to learning.

Problem Statement 1 Areas: Student Achievement - Demographics - Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Priorities





Revised/Approved: July 15, 2024

Priority 1: Priority 1: Increase Student Success

Goal 1: Increase the LDMS school "overall" accountability rating from an 80 to an 83 for the 24-25 academic school year.

Evaluation Data Sources: 2025 Spring STAAR assessment data

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

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





Priority 1: Priority 1: Increase Student Success

Goal 2: LDMS will increase the "school progress" score from an 81 to an 83 for the 24-25 academic school year.

High Priority





Evaluation Data Sources: 2025 Spring STAAR assessment academic growth data

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

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

Priority 1: Priority 1: Increase Student Success





Goal 3: 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%.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will participate in K12 Summit and ELlevation curriculum through pullout services with ESL personnel. Strategy's Expected Result/Impact: Increased performance on STAAR and TELPAS administrations. Staff Responsible for Monitoring: ESL Specialist</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</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 1: Priority 1: Increase Student Success

Goal 4: Utilize RCA House System to teach student expectations and improve student behavior decreasing discipline referrals by 10% in the 2024-2025 school year.





Evaluation Data Sources: RCA House Points app rewards store, student engagement on walkthrough forms, and student participation in extra-curricular activities.

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

Priority 1: Priority 1: Increase Student Success

Goal 5: By May 2025, 80% of 7th and 8th-grade students will be involved in an extracurricular activity, clubs or electives that lead to future employability.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize a Google Form in order to determine student interest for new clubs. Strategy's Expected Result/Impact: Increased opportunities will lead to an increase in participation. Staff Responsible for Monitoring: Administration	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase funding and fundraising for existing and new extracurricular activities and clubs. Strategy's Expected Result/Impact: Increased funding will provide support to growing the programs. Staff Responsible for Monitoring: Staff Sponsors	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			


Priority 1: Priority 1: Increase Student Success

Goal 6: Given the opportunity, all LDMS students will participate in the Positive Youth Development educational classes facilitated by Future Leads Outreach Network (FLON).


High Priority

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Four lessons related to goal setting, decision-making, handling peer pressure and self-regulation will be delivered for a six week period on Fridays during Advisory for students whose parents opt in to the program.</p> <p>Strategy's Expected Result/Impact: Students will develop healthy life skills in order to help them become responsible, contributing members of the community.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 State Career and Technical Education</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Four lessons related to healthy life skills, career exploration, financial literacy and leadership development will be delivered for a six week period on Fridays during Advisory for students whose parents opt in to the program.</p> <p>Strategy's Expected Result/Impact: Students will develop healthy life skills in order to help them become responsible, contributing members of the community.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 State Career and Technical Education</p>	Formative		
	Nov	Jan	Mar

 No Progress

 Accomplished


 Continue/Modify

 Discontinue

Priority 1: Priority 1: Increase Student Success

Goal 7: By May 2025 LDMS will form at least one new partnership with a health care entity to support LDMS students with mental health services.





Evaluation Data Sources: Monthly utilization reports provided by TCHAT.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Telephonic psychosocial assessment with parents or guardians, and when clinically indicated, the student.</p> <p>Strategy's Expected Result/Impact: Connect eligible students with telemedicine counseling.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I: 4.1, 4.2</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: After the assessment, if clinically indicated, the TCHAT can offer up to 4 therapy sessions conducted at school through a videoconferencing app.</p> <p>Strategy's Expected Result/Impact: Improved mental health and the well-being of the student.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Partner with Texas Child Health Access Through Telemedicine (TCHAT) to provide counseling for students referred by key stakeholders.</p> <p>Strategy's Expected Result/Impact: Meets needs of students</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative		
	Nov	Jan	Mar
			

Priority 1: Priority 1: Increase Student Success

Goal 8: CISNT Site Coordinator works with targeted students to set goals for the school year. (2 Goals-per student, 100 students total).

Evaluation Data Sources: CIS monthly report.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Meet quarterly to gather input from teachers on students that are on the CIS caseload needing intervention .</p> <p>Strategy's Expected Result/Impact: Support students in social and emotional learning.</p> <p>Staff Responsible for Monitoring: CIS Site Coordinator</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Priority 1: Priority 1: Increase Student Success

Goal 9: CISNT Site Coordinator provides support to a caseload of 100 students during the 23-24 school year.

High Priority





Evaluation Data Sources: CIS monthly report.

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

Priority 1: Priority 1: Increase Student Success

Goal 10: All students at LDMS participate in character lessons during Advisory.

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

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


Priority 2: Priority 2: Increase Faculty and Staff Engagement


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

Evaluation Data Sources: Staffing numbers.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize Campus and District level mentoring program to support new professionals. Strategy's Expected Result/Impact: Make professionals feel welcome, offer guidance, and give feedback. Staff Responsible for Monitoring: Dean of Instruction and Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Communicate in a timely and accurate manner. Strategy's Expected Result/Impact: Build trust and openness to gather feedback. Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Develop a recognition and rewards system. Strategy's Expected Result/Impact: Give staff a sense of belonging as part of the Falcon Family. Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Jan	Mar

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Priority 2: Priority 2: Increase Faculty and Staff Engagement

Goal 2: Engage staff by allowing them to recognize each others accomplishments on campus in front of peers once a month in the 2024-25 school year.





Evaluation Data Sources: Google form spreadsheet.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Each week, teachers submit Falcon Three Cheers (shout-outs) to LDMS Staff. These will be publicized through many modalities, which include email, bulletin boards, announcements, etc.</p> <p>Strategy's Expected Result/Impact: To increase staff morale.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	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 2: Priority 2: Increase Faculty and Staff Engagement

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





Evaluation Data Sources: Staff Calendar

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

Priority 2: Priority 2: Increase Faculty and Staff Engagement

Goal 4: LDMS will support academic success by increasing student engagement and behavior through the Ron Clark Academy House System throughout the 2024-25 school year.





Evaluation Data Sources: RCA House Points app Reports.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: During the 24-25 school year, scheduled behavioral data meetings will be held with teachers by House breakdown.</p> <p>Strategy's Expected Result/Impact: Educate the teachers on where and when events are occurring in order to make changes to implementation.</p> <p>Staff Responsible for Monitoring: House Leadership Team</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teacher leaders will attend June House Mania Conference, hosted by Ron Clark Academy, to learn how to implement the house system with the Lake Dallas Middle School school community.</p> <p>Strategy's Expected Result/Impact: The house system is a way to cultivate character building, relationships, and school spirit within our campus. It has been proven that with the house system, students are able to achieve goals inside and outside their classroom, and we are able to build a positive climate and culture for staff and students.</p> <p>Staff Responsible for Monitoring: Administration along with Staff House Leaders.</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Priority 2: Priority 2: Increase Faculty and Staff Engagement

Goal 5: By May 2025, LDMS will improve best practices in teacher collaboration through monthly PLC development meetings.

Evaluation Data Sources: Professional Development Plan Calendar.


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

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

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

High Priority


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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize mail-outs, ParentSquare messaging, the Community Newsletter, to help parents understand MAP data. Strategy's Expected Result/Impact: Help parents gain an understanding of what MAP data reveals about their students learning. Staff Responsible for Monitoring: Dean of Instruction</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Communicate clearly with 100% of parents where their student currently stands academically utilizing the Measures of Academic Progress (MAP) testing. Strategy's Expected Result/Impact: Encourage partnership with home and school in the educational process. Staff Responsible for Monitoring: Principal, Dean of Instruction</p>	Formative		
	Nov	Jan	Mar
			

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

Goal 2: Provide a weekly Community Newsletter during the 24-25 Academic School Calendar detailing information about the upcoming events and activities on campus.





Evaluation Data Sources: ParentSquare email delivery reports.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize the "Smore" program to create an engaging newsletter. Strategy's Expected Result/Impact: Increase parent involvement in activities. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide a Counselor Corner Newsletter, in conjunction with, a Community Newsletter detailing components of the Comprehensive Counseling Program. Strategy's Expected Result/Impact: Inform parents of resources and support for their children. Staff Responsible for Monitoring: Counselor</p>	Formative		
	Nov	Jan	Mar
			

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

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





Evaluation Data Sources: CIS monthly report.

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

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

Goal 4: Have 70% of parents attend Open House or the New Student Welcome Night.





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

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

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

Goal 5: Organize or host three community-wide activities during the school year.





Evaluation Data Sources: School Calendar

Strategy 1 Details	Formative Reviews		
Strategy 1: Host the Homecoming Parade. Strategy's Expected Result/Impact: Build school pride and a positive culture. Staff Responsible for Monitoring: Campus Administration	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Be involved in organizing the Back to School Fair. Strategy's Expected Result/Impact: Show community support. Staff Responsible for Monitoring: Campus Administration	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Host parent education meetings facilitated by the Children's Advocacy Center for North Texas on the topic of Internet Safety. Strategy's Expected Result/Impact: Educate and inform parents of resources for their children. Staff Responsible for Monitoring: Counselor	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Goal 1: August 2024 through May 2025, department heads will develop and follow processes for department budgets with long and short-term planning.





Evaluation Data Sources: School budget

Strategy 1 Details	Formative Reviews		
Strategy 1: Meet with department heads to gather input and recommendations. Strategy's Expected Result/Impact: Create buy-in and understanding of the budget process. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide quarterly budget updates to department heads. Strategy's Expected Result/Impact: Build trust with department heads in the budgeting process. Staff Responsible for Monitoring: 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: Ensure Strong Financial Stewardship

Goal 2: During the 24-25 school, student safety will increase by providing a place for students, staff or parents to make anonymous reports.


Evaluation Data Sources: Data/statistics from the anonymous reporting learning portal.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: During the first month of student advisory lessons, educate 100% of students about the anonymous reporting system and monitor the system 24/7 to follow through on all reports.</p> <p>Strategy's Expected Result/Impact: Ensure that students know they are being heard by seeing our response.</p> <p>Staff Responsible for Monitoring: Administration and Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	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: Ensure Strong Financial Stewardship

Goal 3: Maintain financial accountability for 100% of the campus budget.





Evaluation Data Sources: Campus Budget and Requests.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Roles and activities are assigned to qualified and properly trained personnel. Strategy's Expected Result/Impact: All fundraising activities, department budgets, and the campus budget are maintained accurately. Staff Responsible for Monitoring: Campus Secretary and Principal</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Expenditures comply with relevant policies, rules, and regulations. Strategy's Expected Result/Impact: Financial errors are addressed and internal adjustments are created to monitor. Staff Responsible for Monitoring: Campus Secretary and Principal</p>	Formative		
	Nov	Jan	Mar
			

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

Goal 4: By May 2025, LDMS will host a campus-wide educational assembly to address the dangers of drugs and alcohol.





Evaluation Data Sources: Student pre/post assessments.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Red Ribbon Week assembly to discuss drug and alcohol prevention.</p> <p>Strategy's Expected Result/Impact: Educate students on the dangers of drugs and alcohol.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative		
	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: Ensure Strong Financial Stewardship

Goal 5: During the 24-25 school year, safety of all students and staff will be ensured through a campus Security Resource Officer and by performing scheduled safety drills.





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

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

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

Goal 6: LMDS will work with the Maintenance and Facilities staff to coordinate needed updates to all classrooms.





Evaluation Data Sources: Work order system and maintenance calendar

Strategy 1 Details	Formative Reviews		
Strategy 1: Complete a long term plan for updates to the 7th and 8th grade wings of the building. Strategy's Expected Result/Impact: Improve the building aesthetically Staff Responsible for Monitoring: 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: Ensure Strong Financial Stewardship

Goal 7: Enter all work orders promptly and accurately.

Evaluation Data Sources: Work order system

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

State Compensatory

Budget for Lake Dallas Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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