

Lake Dallas Independent School District



Lake Dallas Middle School

2026-2027 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Summary

Lake Dallas Middle School Demographics Summary

Lake Dallas Middle School (LDMS) is the only middle school in Lake Dallas ISD, serving students in grades 6–8 from the communities of Lake Dallas, Corinth, Shady Shores, and Hickory Creek. According to the 2024–2025 Texas Academic Performance Report (TAPR), LDMS serves **843 students**, including 279 sixth-grade students, 274 seventh-grade students, and 290 eighth-grade students.

The campus mobility rate for 2023–2024 was **8.8%**, compared with 9.4% for the district and 16.4% for the state. Student attrition was 9.7%, also below both the district and state rates.

Title I Status & Student Demographics

The 2026–2027 school year marks LDMS's **15th consecutive year as a Title I Schoolwide campus**. The TAPR identifies 100% of LDMS students as served through Title I.

LDMS continues to serve a diverse student population:

- **Economically Disadvantaged:** 41.4% (349 students)
- **Emergent Bilingual (EB):** 14.4% (121 students)
- **At-Risk:** 40.9% (345 students)
- **Bilingual/ESL Education:** 13.9% (117 students)

The percentage of economically disadvantaged students is similar to the district rate of 40.4% but remains substantially below the state rate of 60.5%. The EB population is also similar to the district rate of 14.9% but below the state rate of 24.3%.

Gender

- **Female:** 49.3% (416 students)
- **Male:** 50.7% (427 students)

Ethnicity & Race

- **White:** 43.9% (370 students)
- **Hispanic:** 36.3% (306 students)
- **Black/African American:** 10.6% (89 students)
- **Two or More Races:** 5.7% (48 students)
- **Asian:** 3.2% (27 students)
- **American Indian/Alaskan Native:** 0.4% (3 students)
- **Native Hawaiian/Pacific Islander:** 0.0%

Special Populations & Programs

LDMS serves a significant number of students receiving specialized services and supports:

- **Special Education:** 17.9% (151 students), compared with 16.7% districtwide and 15.3% statewide
- **Section 504:** 21.0% (177 students), compared with 15.2% districtwide and 6.8% statewide

- **Dyslexia:** 17.7% (149 students), compared with 11.7% districtwide and 6.4% statewide
- **Gifted & Talented:** 8.4% (71 students)
- **At-Risk:** 40.9% (345 students)
- **Foster Care:** 0.1% (1 student)
- **Homeless:** 0.1% (1 student)
- **Immigrant:** 2.0% (17 students)
- **Military Connected:** 0.8% (7 students)

Of the 151 students receiving Special Education services, TAPR disability groupings identify **58.3% with intellectual disabilities, 19.9% with behavioral disabilities, 17.2% with autism, and 4.6% with physical disabilities.**

Staffing

LDMS employs **83.9 full-time equivalent staff members**, including 61.8 FTE teachers, 4.4 professional support staff, 5.0 campus administrators, and 12.7 educational aides. The campus also has two full-time counselors and one part-time librarian.

Teachers average **9.5 years of experience**, compared with 12.4 years across Lake Dallas ISD and 11.2 years statewide. Beginning teachers account for 7.0% of the teaching staff. The campus has approximately **13.6 students per teacher**, compared with 13.9 districtwide and 15.0 statewide.

The teaching staff is:

- **85.4% White**
- **7.8% African American**
- **5.2% Hispanic**
- **1.6% Asian**
- **61.9% female**
- **38.1% male**

Attendance

The 2024–2025 student attendance rate was **94.6%**, slightly above the district rate of 94.5% and the state rate of 93.9%. Chronic absenteeism was **13.9%**, compared with 13.5% districtwide and 18.0% statewide.

Student Involvement

Student participation in extracurricular and co-curricular opportunities remains an important component of the LDMS experience. Students have opportunities to participate in:

- Athletics
- Fine Arts, including Band, Choir, and Theatre
- Robotics
- Academic UIL
- National Junior Honor Society
- Student Council
- 4-H

These opportunities support student engagement, leadership development, academic enrichment, and school connectedness. Additionally, **501 students, or 59.4% of the student population, participated in Career and Technical Education (CTE)** during the TAPR reporting year, exceeding both the district rate of 46.9% and state rate of 27.7%.

Discipline

Discipline data from the **2025–2026 school year** show:

- **In-School Suspension (ISS): 288**
- **Out-of-School Suspension (OSS): 44**
- **DAEP Placements: 9**

The most frequently reported disciplinary offenses included inappropriate contact with another student, skipping, cell phone violations, assault/fighting, and vaping/THC-related offenses.

Discipline data also indicate that **79 students receiving Special Education services** and **54 students receiving Section 504 services** were represented in disciplinary incidents. Among students receiving Special Education services, the most frequently reported offenses included inappropriate contact with another student, horseplay/scuffling/running, and skipping. For students receiving Section 504 services, common offenses included inappropriate contact with another student, skipping, and class disruption.

Disciplinary offenses varied by grade level, with **136 offenses among eighth-grade students, 99 among sixth-grade students, and 78 among seventh-grade students**. Male students accounted for **227 offenses**, compared with **86 offenses involving female students**. The data indicate a need to continue monitoring disciplinary patterns by grade level and student group while strengthening proactive behavior supports and consistent implementation of campuswide expectations.

Community Partnerships

LDMS continues its partnership with **Communities In Schools (CIS)**, which provides a School Program Manager on campus. Through this partnership, students and families have access to additional academic, behavioral, social-emotional, and family supports. CIS remains an important component of the campus's efforts to remove barriers to student success and connect students and families with needed resources.

Demographic Implications for Campus Planning

The demographic profile of LDMS reflects several considerations that will continue to inform campus improvement efforts. The campus serves substantial populations of students receiving Special Education, Section 504, dyslexia, EB/ESL, and at-risk services. In particular, the percentages of students receiving **Section 504 and dyslexia services are considerably higher than district and state averages**, while the Special Education population also exceeds both comparison groups.

At the same time, LDMS maintains an attendance rate above the state average, a mobility rate substantially below the state average, and broad student participation in CTE and extracurricular opportunities. Continued emphasis on high-quality Tier I instruction, targeted intervention, student engagement, consistent behavioral expectations, and coordinated academic and social-emotional supports will be essential to meeting the needs of the campus's diverse student population.

Strengths

Demographics Strengths

Diverse Student Population

- LDMS serves a diverse student population: **43.9% White, 36.3% Hispanic, 10.6% Black/African American, 5.7% Two or More Races, and 3.2% Asian**.

Strong Identification and Support of Special Populations

- LDMS serves significant populations of students receiving specialized supports, including **21.0% Section 504, 17.9% Special Education, 17.7% Dyslexia, and 14.4% Emergent Bilingual**.
- Identification of these student populations allows the campus to provide targeted services and supports based on student needs.

Student Stability

- LDMS has a **mobility rate of 8.8%**, lower than both the district rate of 9.4% and the state rate of 16.4%.
- Lower student mobility provides greater continuity in instruction, interventions, and relationship-building.

Full Participation in Title I Schoolwide Program

- **100% of LDMS students are served through the Title I Schoolwide program**, allowing campus resources, interventions, and instructional supports to benefit all students.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
<div>1★</div> <p>Student attendance remains below the campus target, with persistent and excessive absences limiting some students' consistent access to instruction.</p>	<p>Attendance data indicate that barriers to consistent attendance vary by student and family, requiring earlier identification, consistent monitoring, family communication, and individualized intervention to address attendance concerns before they become chronic.</p>
<div>2★</div> <p>Persistent achievement and growth gaps exist among student groups, particularly Economically Disadvantaged, Emergent Bilingual, and students receiving Special Education services.</p>	<p>Students within identified special populations have not consistently received the differentiated instructional supports, scaffolds, accommodations, and targeted interventions necessary to access and master grade-level content.</p>
<div>3★</div> <p>By May 2027, LDMS will reduce student disciplinary incidents by 5% while ensuring consistent and equitable implementation of campuswide behavior expectations and discipline practices.</p>	<p>Discipline referral data, ISS/OSS data, PBIS Rewards data, discipline data disaggregated by student group</p>

★ = Priority

Student Learning

Summary

Academic Performance & Growth

Lake Dallas Middle School uses multiple measures of student learning, including **STAAR, STAAR Interim Assessments, NWEA MAP Growth, Common Formative Assessments (CFAs), and classroom performance data**. Student-level progress is monitored throughout the year to identify students requiring intervention, acceleration, or enrichment.

Spring 2026 STAAR results demonstrate varied performance across grade levels and content areas:

- **6th Grade Reading:** 68.73% Approaches, 47.88% Meets, and 20.46% Masters.
- **7th Grade Reading:** 68.63% Approaches, 44.65% Meets, and 24.72% Masters.
- **8th Grade Reading:** 85.14% Approaches, 58.23% Meets, and 27.31% Masters.
- **6th Grade Math:** 64.09% Approaches, 24.32% Meets, and 5.79% Masters.
- **7th Grade Math:** 25.14% Approaches, 5.59% Meets, and 0.56% Masters.
- **8th Grade Math:** 74.72% Approaches, 39.41% Meets, and 7.81% Masters.
- **8th Grade Social Studies:** 61.45% Approaches, 37.75% Meets, and 18.07% Masters.

Reading continues to outperform Math overall, with **8th Grade Reading representing a particular strength**. Math performance remains an area requiring significant attention, particularly in **7th Grade Math**, where approximately three-fourths of students did not reach the Approaches standard. The three-year data also show declining 6th-grade Math performance, from 81.6% Approaches in 2023–24 to 69.03% in 2024–25 and 64.09% in 2025–26.

Progress Monitoring & Data-Driven Instruction

LDMS maintains a comprehensive student-level progress-monitoring system that brings together **STAAR, MAP Growth, STAAR Interim, CFA, intervention tier, special program, and teacher data**. The system allows teachers and campus leaders to identify individual students' needs and connect students with specific academic and behavioral supports. The campus monitoring tool includes Math and ELAR intervention tiers as well as supports for Dyslexia, Emergent Bilingual students, Special Education, Title I, and CIS.

NWEA MAP Growth is administered throughout the year in Reading and Math, with Science assessment also used to monitor student performance. Spring MAP data indicate that **72% of students were projected at Approaches or higher in Reading compared with 57% in Math**. However, campuswide MAP results declined from fall to spring in both areas, with the percentage projected Did Not Meet increasing from 20% to 28% in Reading and from 33% to 43% in Math.

These results reinforce the need to use multiple data sources rather than relying on a single assessment and to strengthen the connection between progress-monitoring results and instructional response.

Intervention, Acceleration & Enrichment

LDMS provides a dedicated **Falcon Time** block for accelerated instruction, intervention, enrichment, and targeted student support. Student performance across multiple data sources is used to determine intervention needs and instructional groupings.

For 2026–2027, Falcon Time is structured to provide students with targeted **Reading and Math accelerated instruction**, study hall, intervention, and enrichment opportunities. Students identified for Emergent Bilingual support also receive targeted language-development support through Summit K12. Before-school accelerated instruction provides an additional opportunity for students requiring intensive academic support.

Core content PLCs use student data to answer the four PLC questions, particularly:

What will we do when students have not learned it?

What will we do when students already know it?

This structure is intended to strengthen the connection among Tier 1 instruction, formative assessment, intervention, and enrichment.

Special Populations & Achievement Gaps

Student-level data are disaggregated by **Economic Disadvantage, At-Risk, Special Education, Section 504, Emergent Bilingual, and Gifted and Talented status**, allowing the campus to monitor both overall achievement and the performance of individual student groups.

Achievement gaps among student groups remain an area of focus for LDMS, particularly for students receiving **Special Education and Emergent Bilingual services and students identified as Economically Disadvantaged**. The campus will continue to strengthen the connection between identification of student need and the **specific instructional response provided to each student**, including differentiated Tier 1 instruction, accelerated instruction, inclusion support, language acquisition support, and targeted intervention.

Collaborative Planning & Instructional Response

A major focus for 2026–2027 is strengthening the instructional response to student-learning data. Core content teachers participate in common PLC structures to analyze standards, assessment results, student work, and intervention needs.

ELAR and Math teachers will also participate in periodic half-day collaborative planning sessions to internalize upcoming lessons, examine student work, analyze assessment data, and plan targeted intervention and enrichment. This additional planning time is designed to move the campus beyond simply identifying which students are struggling toward determining **why students have not mastered specific concepts and what instructional response is needed next**.

Advanced Learning & College, Career, and Military Readiness Foundations

LDMS provides advanced academic and enrichment opportunities designed to prepare students for success in high school and future CCMR pathways. Students may participate in **Algebra I for high school credit**, advanced coursework, CTE courses, Academic UIL, Robotics, fine arts, and other academic and leadership opportunities.

The campus will continue to identify students demonstrating early mastery and provide **enrichment and acceleration**, while also expanding access to rigorous learning opportunities for students who demonstrate readiness.

Student Learning Focus for 2026–2027

Overall student-learning data demonstrate areas of strength in **Reading, particularly 8th Grade Reading**, while identifying **Math as the campus's most significant academic area for improvement, with an urgent need in 7th Grade Math**. The data also indicate a continued need to improve performance for special populations and ensure that intervention systems result in measurable student growth.

For 2026–2027, LDMS will prioritize **strong Tier 1 instruction, lesson internalization, frequent formative assessment, student discourse, aggressive monitoring, targeted accelerated instruction, and consistent PLC data analysis**. Progress will be monitored throughout the year using MAP Growth, CFAs, STAAR Interim assessments, classroom evidence, and student-level progress-monitoring data to ensure instructional adjustments occur throughout the year rather than after summative assessment results are received.

Strengths

Strong Reading Performance

- Reading continues to be a **campus strength**, highlighted by strong 8th Grade Reading performance, with **85.14% of students achieving Approaches, 58.23% Meets, and 27.31% Masters**.
- Reading performance across grade levels provides a strong foundation for continued growth and increased achievement at the Meets and Masters levels.

Strong 8th Grade Academic Performance

- Eighth-grade students demonstrated strong performance in multiple content areas, including **85.14% Approaches in Reading, 74.72% Approaches in Math, and 61.45% Approaches in Social Studies**.
- These results demonstrate students' ability to successfully engage with rigorous, grade-level content as they prepare to transition to high school.

Comprehensive Student Progress Monitoring

- LDMS utilizes multiple measures of student learning, including **STAAR, NWEA MAP Growth, STAAR Interim Assessments, CFAs, student work, and classroom performance data.**
- Student-level progress monitoring allows teachers and campus leaders to identify individual strengths and learning needs and plan targeted instructional responses.

Structured Intervention, Acceleration & Enrichment

- **Falcon Time** provides dedicated time within the school day for accelerated instruction, targeted intervention, enrichment, and additional academic support.
- Student data are used to identify needs and provide targeted support, creating a direct connection between assessment, PLC planning, and instructional response.

Collaborative Focus on Student Learning

- PLC structures provide teachers with dedicated opportunities to analyze standards, student work, assessment results, and individual student needs.
- Periodic **half-day collaborative planning for ELAR and Math** provides additional time for lesson internalization, analysis of student work and data, and intentional planning for intervention and enrichment.

Multiple Opportunities for Advanced Learning

- Students have access to advanced and enrichment opportunities through **Algebra I, CTE coursework, Academic UIL, Robotics, fine arts, and other academic and extracurricular programs.**
- These opportunities allow students to extend learning, explore individual strengths and interests, and build a foundation for future college, career, and military readiness.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
<div>1★</div> <p>7th Grade Math continues to be the greatest area of academic need, with 25.14% of students achieving Approaches, 5.59% achieving Meets, and 0.56% achieving Masters on the 2026 STAAR assessment.</p>	<p>Math instruction has lacked consistent implementation of grade-level curriculum, instructional practices, formative assessment, and timely response to identified student learning gaps.</p>
<div>2★</div> <p>Student performance data indicate persistent gaps in mastery of grade-level standards, particularly in mathematics and reading, with a need to increase achievement at the Approaches, Meets, and Masters Grade Level standards.</p>	<p>Tier I instruction and intervention have not consistently responded to identified student learning gaps through targeted instruction, ongoing progress monitoring, and timely instructional adjustments.</p>

★ = Priority

School Processes & Programs

Summary

Curriculum & Instruction

Instruction at Lake Dallas Middle School is aligned to the **Texas Essential Knowledge and Skills (TEKS)** and focuses on providing all students access to grade-level content through high-quality Tier I instruction, intervention, acceleration, and enrichment.

- **Mathematics:** Bluebonnet Learning serves as the primary instructional resource.
- **Science:** HMH provides the primary instructional resource.
- **ELA:** Teachers utilize TEKS-aligned resources and collaborative planning to support standards-based instruction.
- **Social Studies:** Instruction is TEKS-aligned with an emphasis on grade-level content, academic vocabulary, reading, and writing.
- **Career and Technical Education (CTE):** Students have access to multiple CTE courses that provide opportunities for career exploration and development of real-world skills.

Campus instructional priorities include **student discourse, aggressive monitoring, writing, formative assessment, and the use of exit tickets** to monitor student understanding and adjust instruction.

LDMS administers **NWEA MAP Growth assessments** to identify student strengths and learning gaps, monitor growth, and inform instructional decisions. Assessment data are used during PLCs and intervention planning to identify students requiring additional support or enrichment.

Falcon Time is embedded into the school day to provide targeted academic support and enrichment. Students receive opportunities for **Reading and Math Accelerated Instruction, intervention, enrichment, study hall, and clubs**. Emergent Bilingual students utilize **Summit K12** as part of targeted language development.

Special populations receive services based on individual student needs, including Special Education inclusion and resource services, Section 504 accommodations, dyslexia services, ESL supports, and targeted services for newcomer students.

Professional Development

Professional learning is aligned with campus instructional priorities, curriculum implementation, student needs, and staff needs.

New teachers participate in district and campus onboarding and receive ongoing support throughout the school year. Staff participate in required state and federal training, district professional development, campus-based learning, and content-specific professional development.

Professional learning includes support in areas such as:

- Curriculum implementation and instructional planning
- PLC processes and data analysis
- Student discourse and aggressive monitoring
- Special populations and differentiated supports
- PBIS and behavior management
- Technology and instructional resources

Professional development is reinforced through **PLCs, coaching, classroom observations, feedback, collaborative planning, and opportunities for off-campus professional learning**.

Leadership & Decision-Making Processes

Campus leadership uses collaborative decision-making processes to monitor progress toward campus goals and identify areas requiring adjustment or additional support.

The **Campus Leadership Team (CLT)** participates in the development and monitoring of the Campus Improvement Plan and provides input regarding campus needs and priorities. Campus administrators and instructional leaders regularly review academic, behavioral, attendance, and implementation data to guide campus decisions.

Content-area PLCs are embedded into the school day and organized around the four PLC guiding questions:

1. What do we want students to learn?
2. How will we know if they have learned it?
3. How will we respond when they have not learned it?
4. How will we extend learning for students who have demonstrated mastery?

PLCs focus on **standards internalization, common assessments, analysis of student work and data, intervention, and enrichment**. Department heads and teacher leaders support instructional alignment and communication within content areas.

Communication

LDMS utilizes multiple communication systems to maintain consistent communication among staff, students, families, and the community.

Family communication includes **ParentSquare, campus newsletters, the campus website, social media, email, and direct communication from teachers and staff**. Families receive regular information regarding campus events, academic expectations, student opportunities, and important procedures.

Staff communication occurs through **weekly staff updates, email, staff meetings, leadership meetings, PLCs, and department communication**.

Students receive information through **daily announcements, Falcon Time, classroom communication, and campuswide expectations and routines**.

LDMS also prioritizes recognition and celebration of students and staff to strengthen school culture, belonging, and connectedness.

Organization, Scheduling & Support Services

LDMS operates an **eight-period instructional day** with Falcon Time embedded into the master schedule. The schedule is designed to protect grade-level core instruction while providing dedicated opportunities for intervention, accelerated instruction, enrichment, student support, and teacher collaboration.

The campus has established **schoolwide routines and procedures** to create consistency across learning environments. Common expectations are used for transitions, hallway movement, lunch, restroom procedures, and other shared spaces.

Academic and student support services include:

- Reading and Math Accelerated Instruction
- Special Education inclusion and resource services
- ESL and newcomer supports
- Dyslexia services
- Section 504 accommodations
- Counseling and guidance
- Academic intervention and enrichment
- Behavioral intervention and support
- Attendance monitoring and intervention
- **Communities In Schools (CIS)** services and family support

LDMS also utilizes **PBIS Rewards** to support schoolwide behavioral expectations, recognize positive student behavior, and manage systems such as digital hall passes.

Extracurricular & Cocurricular Opportunities

LDMS provides students with a broad range of opportunities to develop interests, leadership skills, talents, and connections to the school community.

Opportunities include **athletics, band, choir, theatre, Academic UIL, robotics, Student Council, National Junior Honor Society, 4-H, and student clubs**.

Falcon Time clubs provide additional opportunities for students to explore interests and build relationships with peers and staff. These extracurricular and cocurricular experiences support student engagement, leadership, teamwork, and school connectedness.

Technology Integration & Plan

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Technology is integrated into instruction, assessment, intervention, communication, and student learning. Students have access to district-issued devices and digital instructional resources to support classroom learning.

Digital resources include **Summit K12, curriculum-based digital platforms, NWEA MAP, Canvas, and other instructional applications** selected to support content-area learning and individual student needs.

Teachers use technology to provide instructional resources, administer assessments, monitor student progress, provide feedback, and differentiate learning. Staff receive ongoing support for effective technology integration, while students are taught expectations for **digital citizenship, appropriate technology use, and responsible use of district devices**.

Other

LDMS continues to strengthen a comprehensive system of **academic, behavioral, and social-emotional supports**. Campus systems emphasize early identification of student needs, targeted intervention, progress monitoring, positive behavior supports, family engagement, and collaboration among general education teachers, special programs staff, counselors, administrators, and community partners.

The campus's continued partnership with **Communities In Schools (CIS)** expands the support available to students and families by helping address academic, behavioral, social-emotional, and other barriers that may interfere with student success.

Strengths

• Structured PLC & Collaborative Planning Process

- Core content teachers participate in regularly scheduled PLCs focused on the **four PLC guiding questions**, standards internalization, common assessments, student data, intervention, and enrichment.
- The master schedule provides protected opportunities for grade-level/content teams to collaborate, strengthening instructional alignment and collective responsibility for student learning.
- **ELAR and Math teachers will participate in periodic half-day collaborative planning sessions** to internalize upcoming lessons, review student work, analyze assessment data, and intentionally plan for intervention and enrichment based on student needs.

Falcon Time Intervention & Enrichment System

- A dedicated **Falcon Time** block provides structured opportunities for Reading and Math Accelerated Instruction, intervention, enrichment, study hall, clubs, and targeted support for special populations.
- Falcon Time is intentionally connected to the PLC process, allowing teams to use student data to identify needs and respond with targeted support.

Strong Schoolwide Systems & Consistent Expectations

- LDMS has established common schoolwide routines and expectations for transitions, hallways, lunch, restrooms, and other shared spaces to increase consistency across the campus.
- **PBIS Rewards** supports positive behavior, student recognition, and consistent implementation of campus expectations.

Student Engagement & School Connectedness

- Students have access to a wide range of extracurricular and cocurricular opportunities, including athletics, fine arts, CTE, Academic UIL, leadership organizations, and Falcon Time clubs.
- Pep rallies, awards, announcements, and other recognition opportunities celebrate student and staff success and strengthen campus culture and belonging.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
<div>1★</div> <p>Professional learning has not consistently provided teachers with the targeted support needed to strengthen content knowledge and implement high-quality instructional practices.</p>	<p>Teachers have had limited opportunities for content-specific professional development and sustained, job-embedded learning that includes collaborative planning, practice, feedback, and follow-up support.</p>
<div>2★</div> <p>Instructional processes and programs, including PLCs, data analysis, intervention, enrichment, and instructional expectations, are not implemented consistently across content areas and classrooms.</p>	<p>Campus systems for collaborative planning, monitoring implementation, and providing ongoing feedback and support have not been sufficiently consistent to ensure common expectations and fidelity across classrooms.</p>
<div>3★</div> <p>Campus processes and expectations have not always been communicated and implemented consistently, contributing to confusion and inconsistent experiences for staff, students, and families.</p>	<p>Multiple communication platforms, changing procedures, and the absence of consistently implemented campuswide communication and monitoring systems have contributed to variations in how expectations and programs are understood and carried out.</p>
<div>4★</div> <p>Professional learning has not consistently resulted in sustained implementation of identified campus instructional priorities and practices.</p>	<p>Professional development has not been consistently embedded into PLCs, coaching, classroom implementation, and follow-up monitoring.</p>

★ = Priority

Perceptions

Summary

Surveys, Interviews & Focus Groups

Perception data collected throughout the 2025–2026 school year included **Upbeat staff and faculty surveys, parent and family feedback, student emails, the 6th Grade Exit Survey, and Student Advisory meetings**. Across stakeholder groups, LDMS continues to be viewed as a caring and supportive school community with strong relationships between students and staff. At the same time, recurring areas for improvement included consistency in behavior expectations and discipline, communication, instructional practices, professional learning, and opportunities for stakeholder voice.

Staff Perceptions

Staff and faculty feedback reflects several areas of improvement. Faculty perceptions of **instructional leadership increased by 15 points**, principal/teacher trust increased by 14 points, evaluation increased by 10 points, and appreciation increased by 8 points. Among the broader staff group, principal/employee trust increased by 15 points and appreciation increased by 13 points. These results indicate progress in leadership support, recognition, and clarity of expectations.

Faculty continue to identify **care and commitment to students (86%) and collaboration (81%)** as significant campus strengths. However, professional development remained one of the lowest-rated areas at **31% positive**, followed by work/life balance (38%) and school safety and order (40%). Teacher voice and leadership was 44% positive. Staff feedback indicates a continued need for **relevant, content-specific and job-embedded professional learning**, opportunities for meaningful staff input, and consistent systems for student behavior and discipline.

Parent & Family Perceptions

Families consistently identified **caring and supportive teachers, positive student relationships, extracurricular opportunities, and the overall campus environment** as strengths. Families also recognized frequent staff communication and positive improvements in campus leadership and culture.

Recurring concerns included **inconsistent communication, discipline and consequences, bullying and student safety, academic rigor, intervention supports, scheduling and course placement, technology use, and consistency of instruction and expectations across classrooms**. Families expressed interest in increased transparency, additional parent education and academic support opportunities, and more information about student progress and how families can support students academically.

Student Perceptions

Students consistently identified **positive relationships with teachers and staff, supportive adults, extracurricular opportunities, and opportunities for increased independence** as strengths. Students generally reported feeling safe at school and valued adults who listen, encourage them, and provide academic and emotional support.

Student concerns centered on **peer conflict, classroom disruptions, inconsistent behavior expectations and accountability, and inconsistent classroom experiences**. Students also identified a need for clearer instruction, timely feedback, individualized academic support, and greater consistency in grading and classroom expectations.

Students specifically identified opportunities to improve **Falcon Time**, requesting more targeted academic support, intervention, enrichment, and homework assistance. Students also expressed a desire for greater voice in campus decisions and more consistent responses from adults when concerns are reported.

Culture, Climate, Values & Beliefs

Across stakeholder groups, **relationships remain one of LDMS's strongest assets**. Families and students consistently recognize caring teachers and positive relationships, while faculty report high levels of care and commitment to students and collaboration with colleagues. Staff perceptions of campus leadership, trust, and appreciation also improved during the 2025–2026 school year.

At the same time, feedback from **students, families, and staff converges around the need for greater consistency in student**

behavior expectations, discipline, classroom management, and instructional practices. Strengthening campuswide systems while maintaining LDMS's relational and student-centered culture represents an important area of focus for 2026–2027.

Communication & Stakeholder Voice

Communication continues to be an area for improvement. Families requested **more consistent and transparent communication regarding student progress, expectations, academics, and campus initiatives.** Staff and students also expressed a desire for increased opportunities to provide meaningful input into decisions that affect their work and school experience.

Increasing opportunities for **two-way communication and stakeholder voice** will remain an area of focus as LDMS works to strengthen trust, consistency, and shared ownership among students, staff, and families.

Professional Development

Although perceptions of professional development improved among the broader staff group, **professional development remains one of the lowest-rated areas among faculty, at 31% positive.** Feedback indicates a continued need for professional learning that is relevant to classroom practice and responsive to teacher and student needs.

For 2026–2027, the campus will continue to strengthen **content-specific, job-embedded professional learning**, including collaborative planning, lesson internalization, analysis of student work and data, and opportunities for practice, feedback, and follow-up support.

Community Partnerships & Family Engagement

Families continue to value opportunities to participate in the school community and expressed interest in **additional family engagement opportunities, parent education sessions, academic support events, and stronger partnerships between families and teachers.** Flexible scheduling and additional opportunities to learn how to support students academically were specifically identified as opportunities for improvement.

LDMS continues its partnership with **Communities In Schools (CIS)** to provide additional academic, behavioral, social-emotional, and family supports for students. The campus will continue to build partnerships that strengthen connections among students, families, staff, and the broader community.

Overall Perception

Overall, perception data indicate that **LDMS's strongest foundation continues to be its people and relationships.** Students and families value caring teachers and staff, and faculty continue to demonstrate strong commitment to students and collaboration with one another. Improvements in instructional leadership, trust, appreciation, and evaluation provide additional strengths upon which the campus can build.

The most consistent opportunities for improvement across stakeholder groups are **behavior and discipline consistency, instructional consistency, professional learning, communication, and stakeholder voice.** These recurring themes will inform campus priorities and improvement strategies for the 2026–2027 school year.

Strengths

- **Strong Care and Commitment to Students**

- **86% of faculty** rated Care & Commitment positively, making it one of the highest-rated areas in the faculty survey.
- Students and families also consistently identified **caring, supportive teachers and positive relationships with staff** as a campus strength.

- **Strong Teacher Collaboration**

- **81% of faculty** reported positively regarding collaboration, indicating that teachers continue to value working together and supporting one another.
- This provides a strong foundation for PLCs, collaborative planning, and collective responsibility for student success.

- **Improved Perceptions of Campus Leadership**

- Faculty perceptions of **instructional leadership increased by 15 points**, while principal/teacher trust increased by 14 points. Among the broader staff group, principal/employee trust also increased by 15 points.

- Families also recognized **positive leadership and improvements in overall campus culture** during the school year.
Strong Student Engagement and School Connectedness
- Students and families consistently identified **extracurricular, elective, and leadership opportunities** as strengths, including athletics, fine arts, robotics, Student Council, NJHS, and other student activities.
- Students reported that these opportunities help them feel **connected to school** and identified positive relationships with adults as an important part of their school experience.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
<div>1</div> <div>★</div> <p>Stakeholder perception data indicate inconsistencies in how staff, students, and families experience and perceive campus communication, expectations, decision-making, and overall campus practices.</p>	<p>Frequent changes in campus administration and leadership direction over time have contributed to inconsistent communication, expectations, and decision-making. This lack of continuity has created uncertainty among staff, students, and families and has impacted trust and confidence in campus systems.</p>
<div>2</div> <div>★</div> <p>Families continue to report inconsistencies in communication regarding student progress, expectations, academics, and campus initiatives.</p>	<p>Campus communication has not been consistently coordinated across staff and communication channels, resulting in differences in the timing, clarity, and consistency of information families receive.</p>
<div>3</div> <div>★</div> <p>Students report a need for greater opportunities to provide meaningful input into campus decisions and their school experience.</p>	<p>Structures for gathering and incorporating student voice into campus decision-making have been limited and have not consistently provided broad representation of the student body.</p>
<div>4</div> <div>★</div> <p>Staff perception data indicate a need to improve staff trust, recognition, work/life balance, and intent to remain at LDMS.</p>	<p>Inconsistent recognition, communication, opportunities for staff voice, and systems to support staff workload and well-being have contributed to lower levels of staff trust, engagement, and intent to remain.</p>

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Professional learning has not consistently provided teachers with the targeted support needed to strengthen content knowledge and implement high-quality instructional practices.

Teachers have had limited opportunities for content-specific professional development and sustained, job-embedded learning that includes collaborative planning, practice, feedback, and follow-up support.

2
★

Families continue to report inconsistencies in communication regarding student progress, expectations, academics, and campus initiatives.

Campus communication has not been consistently coordinated across staff and communication channels, resulting in differences in the timing, clarity, and consistency of information families receive.

3
★

Persistent achievement and growth gaps exist among student groups, particularly Economically Disadvantaged, Emergent Bilingual, and students receiving Special Education services.

Students within identified special populations have not consistently received the differentiated instructional supports, scaffolds, accommodations, and targeted interventions necessary to access and master grade-level content.

4
★

Student attendance remains below the campus target, with persistent and excessive absences limiting some students' consistent access to instruction.

Attendance data indicate that barriers to consistent attendance vary by student and family, requiring earlier identification, consistent monitoring, family communication, and individualized intervention to address attendance concerns before they become chronic.

5
★

Stakeholder perception data indicate inconsistencies in how staff, students, and families experience and perceive campus communication, expectations, decision-making, and overall campus practices.

Frequent changes in campus administration and leadership direction over time have contributed to inconsistent communication, expectations, and decision-making. This lack of continuity has created uncertainty among staff, students, and families and has impacted trust and confidence in campus systems.

6
★

Student performance data indicate persistent gaps in mastery of grade-level standards, particularly in mathematics and reading, with a need to increase achievement at the Approaches, Meets, and Masters Grade Level standards.

Tier I instruction and intervention have not consistently responded to identified student learning gaps through targeted instruction, ongoing progress monitoring, and timely instructional adjustments.

7
★

Instructional processes and programs, including PLCs, data analysis, intervention, enrichment, and instructional expectations, are not implemented consistently across content areas and classrooms.

Campus systems for collaborative planning, monitoring implementation, and providing ongoing feedback and support have not been sufficiently consistent to ensure common expectations and fidelity across classrooms.

8
★

Professional learning has not consistently resulted in sustained implementation of identified campus instructional priorities and practices.

Professional development has not been consistently embedded into PLCs, coaching, classroom implementation, and follow-up monitoring.

9
★

Campus processes and expectations have not always been communicated and implemented consistently, contributing to confusion and inconsistent experiences for staff, students, and families.

Multiple communication platforms, changing procedures, and the absence of consistently implemented campuswide communication and monitoring systems have contributed to variations in how expectations and programs are understood and carried out.

10
★

By May 2027, LDMS will reduce student disciplinary incidents by 5% while ensuring consistent and equitable implementation of campuswide behavior expectations and discipline practices.

Discipline referral data, ISS/OSS data, PBIS Rewards data, discipline data disaggregated by student group

11
★

7th Grade Math continues to be the greatest area of academic need, with 25.14% of students achieving Approaches, 5.59% achieving Meets, and 0.56% achieving Masters on the 2026 STAAR assessment.

Math instruction has lacked consistent implementation of grade-level curriculum, instructional practices, formative assessment, and timely response to identified student learning gaps.

12
★

Students report a need for greater opportunities to provide meaningful input into campus decisions and their school experience.

Structures for gathering and incorporating student voice into campus decision-making have been limited and have not consistently provided broad representation of the student body.

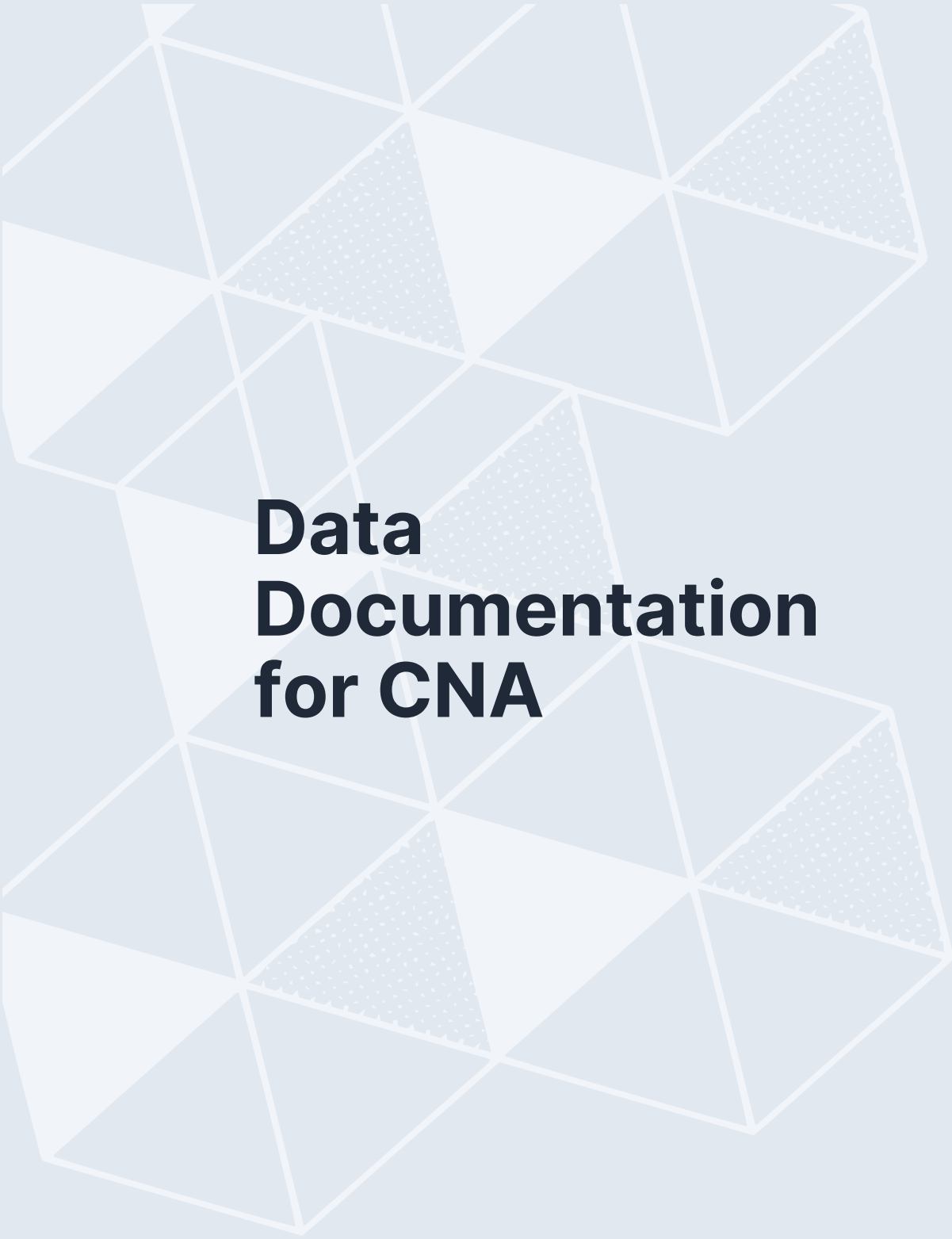
13



Staff perception data indicate a need to improve staff trust, recognition, work/life balance, and intent to remain at LDMS.

Inconsistent recognition, communication, opportunities for staff voice, and systems to support staff workload and well-being have contributed to lower levels of staff trust, engagement, and intent to remain.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ 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
- ☒ 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
- ☒ 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

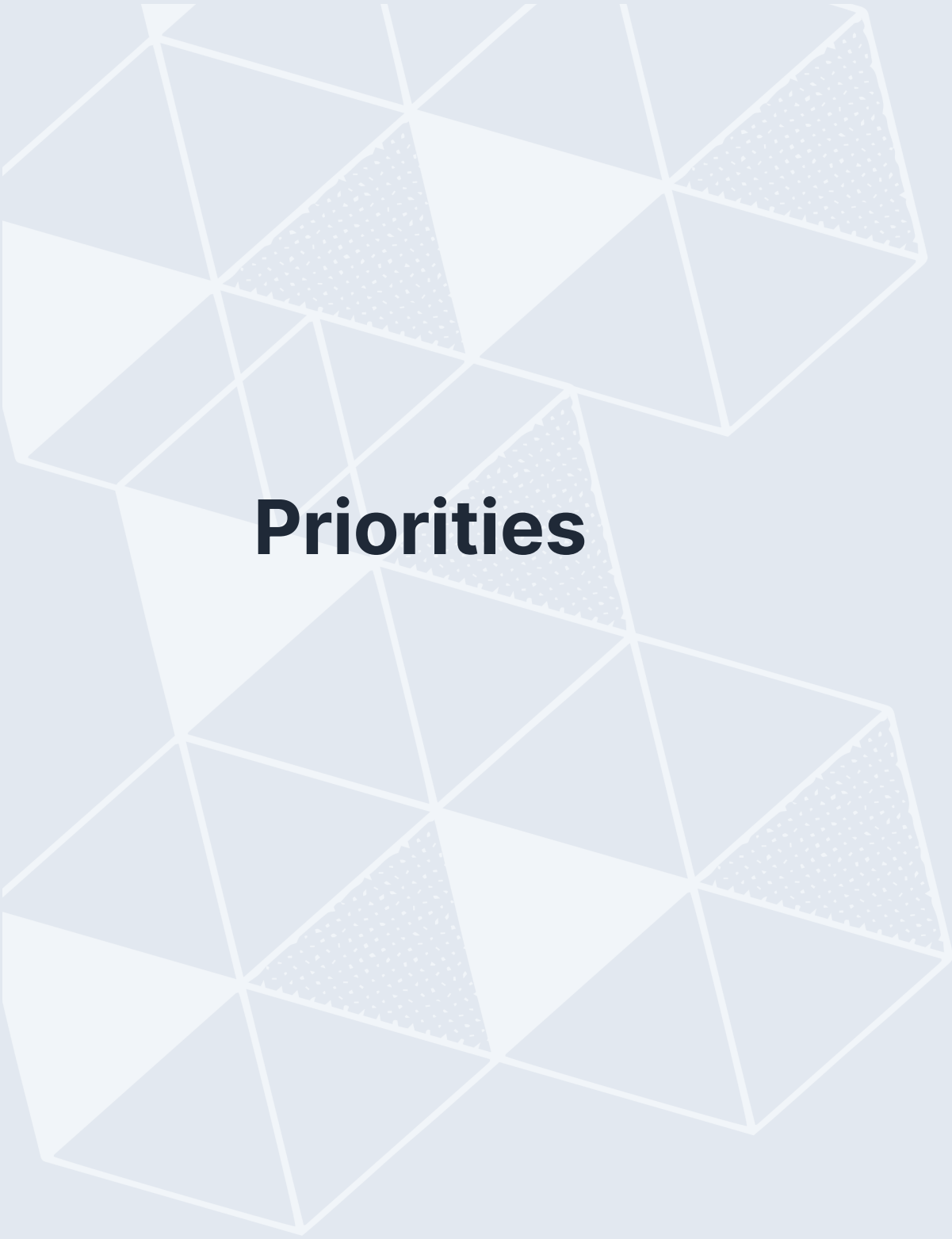
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ T-TESS data
- ☒ T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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



Priorities

Priority 1

Priority 1: Increase Student Success

Goal 1 High Priority

By May 2027, LDMS will increase student achievement by 5% as measured by STAAR/EOC performance across assessed content areas.

Evaluation Data Source: 2027 STAAR/EOC results

Strategy 1

LDMS teachers will consistently utilize district-provided high-quality instructional materials and curriculum in all core content areas to provide standards-aligned, grade-level instruction in accordance with district pacing and instructional expectations.

Strategy's Expected Result/Impact: Instruction across core content areas will be consistently aligned to the TEKS and district expectations, increasing curriculum fidelity, reducing instructional gaps, and improving student performance on classroom, district, and state assessments.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Department Heads, Instructional Coach/Instructional Support Staff

Problem Statements: Student Learning 2 - School Processes & Programs 2

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

LDMS will implement a structured PLC process for all core subjects that includes Unit/Module Internalization, Lesson Internalization, Lesson Rehearsal, and Student Work Analysis Protocol (SWAP) to strengthen teachers' understanding of standards, instructional materials, lesson delivery, student misconceptions, and instructional response.

Strategy's Expected Result/Impact: Teachers will strengthen instructional planning and delivery through collaborative internalization, rehearsal, and analysis of student work, resulting in more consistent implementation of high-quality Tier I instruction.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coach, Department Heads

Problem Statements: School Processes & Programs 1, 2

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

During the 2026-2027 school year, each core content department will implement common formative assessments (CFAs) and unit assessments aligned to grade-level standards to monitor student mastery, identify learning gaps, and ensure consistency in expectations across classrooms.

Strategy's Expected Result/Impact: Teachers will have consistent, timely student performance data to identify areas of mastery and need, adjust instruction, provide targeted intervention or enrichment, and monitor student progress toward grade-level standards.

Staff Responsible for Monitoring: Administration, Instructional Coach, Department Heads

Problem Statements: Student Learning 2

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

Teachers will take assessments prior to administration to analyze assessed standards, level of rigor, alignment to instruction, expected student responses, and anticipated misconceptions.

Strategy's Expected Result/Impact: Teachers will develop a stronger understanding of assessment expectations and rigor and will use that understanding to intentionally plan instruction aligned to grade-level standards and anticipated student needs.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coach, Department Heads

Problem Statements: Student Learning 1, 2 - School Processes & Programs 2

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 5

LDMS administration, instructional coach, department heads, and classroom teachers will monitor student progress in academic achievement with assessments throughout the year.

Strategy's Expected Result/Impact: Increased student achievement and growth

Staff Responsible for Monitoring: Administration, Instructional Coach, Department Heads

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Strategy 6

LDMS will provide before- and after-school Accelerated Instruction in Reading and Mathematics for students who did not achieve Approaches Grade Level or above on the 2026 STAAR assessment, with instruction targeted to identified learning gaps and individual student needs.

Strategy's Expected Result/Impact: Students who did not meet grade-level standards on STAAR will receive additional targeted instructional time to address identified learning gaps, accelerate academic progress, and increase mastery of grade-level standards.

Staff Responsible for Monitoring: Principal, Assistant Principal over Accelerated Instruction, Accelerated Instruction Teachers, RLA and Department Head

Problem Statements: Demographics 2 - Student Learning 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 7

LDMS will provide summer accelerated instruction and academic programming for students with identified learning gaps and students requiring additional instructional support, with instruction targeted to identified student needs and grade-level standards.

Strategy's Expected Result/Impact: Students participating in summer programming will receive additional targeted instructional time to address unfinished learning and strengthen prerequisite skills, resulting in increased readiness for grade-level instruction and improved academic performance.

Staff Responsible for Monitoring: Principal, Assistant Principal over Accelerated Instruction, Summer Program Staff

Problem Statements: Demographics 2 - Student Learning 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 8

LDMS will provide an administrator to oversee RTI/ MTSS on the campus to support with progress monitoring and student instructional support and interventions.

Strategy's Expected Result/Impact: Students receiving RTI/MTSS support will show measurable growth in academics and behavior through consistent progress monitoring, targeted interventions, and instructional support, leading to reduced learning gaps and increased success on MAP, STAAR, and classroom assessments.

Staff Responsible for Monitoring: Administration

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Strategy 9

LDMS will provide a dyslexia-trained special education teacher to support students identified with dyslexia.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Administration

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Strategy 10

The LDMS librarian will use MAP Reading data and other available student performance data to identify students with reading skill gaps and provide targeted Tier 2 and Tier 3 reading intervention based on identified student needs

Strategy's Expected Result/Impact: Students with identified reading deficits will receive targeted, data-driven intervention designed to address specific skill gaps, accelerate reading growth, and increase progress toward grade-level standards.

Staff Responsible for Monitoring: Principal, Assistant Principal over RTI, Librarian, RLA Department Head

Title I: 2.5.1

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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Strategy 11

LDMS will provide all students with opportunities to explore Academic UIL events and will recruit and support students in participating in events aligned with their interests and strengths.

Strategy's Expected Result/Impact: Students will have increased access to academic enrichment opportunities that promote engagement, challenge students academically, develop individual strengths and interests, and support a culture of academic excellence.

Staff Responsible for Monitoring: Principal, Assistant Principal over UIL, Campus UIL Coordinator, Academic UIL Coaches

Title I: 2.5.1

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 12

LDMS will implement a systematic RTI/MTSS process to identify students demonstrating academic or behavioral needs, provide targeted Tier 2 and Tier 3 interventions, regularly monitor student progress, and adjust the type or intensity of support based on student response to intervention.

Strategy's Expected Result/Impact: Students demonstrating academic or behavioral concerns will be identified early and receive increasingly targeted, data-driven supports, resulting in improved academic performance, behavior, engagement, and student success.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal over RTI, Assistant Principal, Counselors, Intervention Staff, Teachers

Problem Statements: Demographics 2 - Student Learning 2

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Strategy 13

LDMS teachers will intentionally incorporate structured student academic discourse opportunities into daily instruction, including strategies such as Turn and Talk, Warm Call, Cold Call, sentence stems, and academic vocabulary supports, to increase student participation and provide opportunities for students to verbalize, explain, and refine their thinking using content-specific academic language.

Strategy's Expected Result/Impact: Students will increase their use of academic language and ability to explain and justify their thinking orally, strengthening content understanding, student engagement, and the quality of written responses.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Department Heads, Teachers

Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 2

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Goal 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Persistent achievement and growth gaps exist among student groups, particularly Economically Disadvantaged, Emergent Bilingual, and students receiving Special Education services.	Students within identified special populations have not consistently received the differentiated instructional supports, scaffolds, accommodations, and targeted interventions necessary to access and master grade-level content.

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	7th Grade Math continues to be the greatest area of academic need, with 25.14% of students achieving Approaches, 5.59% achieving Meets, and 0.56% achieving Masters on the 2026 STAAR assessment.	Math instruction has lacked consistent implementation of grade-level curriculum, instructional practices, formative assessment, and timely response to identified student learning gaps.
2	Student performance data indicate persistent gaps in mastery of grade-level standards, particularly in mathematics and reading, with a need to increase achievement at the Approaches, Meets, and Masters Grade Level standards.	Tier I instruction and intervention have not consistently responded to identified student learning gaps through targeted instruction, ongoing progress monitoring, and timely instructional adjustments.

Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Professional learning has not consistently provided teachers with the targeted support needed to strengthen content knowledge and implement high-quality instructional practices.	Teachers have had limited opportunities for content-specific professional development and sustained, job-embedded learning that includes collaborative planning, practice, feedback, and follow-up support.
2	Instructional processes and programs, including PLCs, data analysis, intervention, enrichment, and instructional expectations, are not implemented consistently across content areas and classrooms.	Campus systems for collaborative planning, monitoring implementation, and providing ongoing feedback and support have not been sufficiently consistent to ensure common expectations and fidelity across classrooms.

Goal 2 High Priority

By May 2027, LDMS will reduce achievement gaps between the overall student population and identified student groups, including Economically Disadvantaged, Emergent Bilingual, and students receiving Special Education services, as measured by STAAR/EOC performance

Evaluation Data Source: 2027 STAAR/EOC disaggregated student-group data

Strategy 1

LDMS instructional teams will regularly disaggregate MAP, CFA, unit assessment, STAAR Interim, and other student performance data by student group, including Economically Disadvantaged,

Emergent Bilingual, and students receiving Special Education services, to identify achievement gaps, monitor progress, and determine areas requiring additional instructional support.

Strategy's Expected Result/Impact: Campus and instructional teams will identify achievement gaps throughout the school year and make timely instructional adjustments to improve the performance and growth of identified student groups.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Department Heads, PLC Teams, Special Education Staff, ESL Teacher

Problem Statements: Demographics 2

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Teachers will consistently provide differentiated instructional supports, scaffolds, accommodations, and language supports within Tier I instruction based on identified student needs to increase access to and mastery of grade-level content for students in identified special populations.

Strategy's Expected Result/Impact: Economically Disadvantaged, Emergent Bilingual, and students receiving Special Education services will have increased access to rigorous grade-level instruction and the individualized supports necessary to demonstrate increased mastery of grade-level standards.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Department Heads, Teachers, Special Education Staff, ESL Teacher

Problem Statements: Demographics 2

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

LDMS will provide targeted intervention and additional instructional support to students in identified student groups who are not demonstrating expected progress, with intervention based on specific skill deficits and adjusted according to ongoing student performance data.

Strategy's Expected Result/Impact: Students who are not demonstrating expected progress will receive timely and targeted instruction designed to close identified learning gaps and accelerate progress toward grade-level mastery.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Department Heads, Intervention Staff, Teachers, Special Education Staff, ESL Teacher

Problem Statements: Demographics 2

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

During PLCs, instructional teams will intentionally review the performance and progress of Economically Disadvantaged, Emergent Bilingual, and students receiving Special Education services when analyzing student work and assessment data and will use identified needs to plan Tier I instruction, intervention, scaffolds, accommodations, and instructional response.

Strategy's Expected Result/Impact: Teachers will consistently consider the performance and instructional needs of identified student groups when planning and responding to student learning, resulting in more timely and targeted instructional support.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Department Heads, PLC Teams

Problem Statements: Demographics 2

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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Strategy 5

General education and Special Education teachers will collaboratively plan for and implement required accommodations, modifications, specially designed instruction, and targeted supports to increase access to grade-level content and improve academic performance for students receiving Special Education services.

Strategy's Expected Result/Impact: Students receiving Special Education services will more consistently receive required individualized supports within grade-level instruction, resulting in increased access, academic growth, and mastery of grade-level standards.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Special Education Department Lead, Special Education Teachers, General Education Teachers

Problem Statements: Demographics 2

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 6

The CIS Site Coordinator will provide individualized and small-group wraparound support to a caseload of up to 100 at-risk students, including academic support and tutoring, grade-level lunch groups, supportive guidance, crisis intervention, conflict resolution, and connections to resources such as food, clothing, school supplies, and other identified student and family needs.

Strategy's Expected Result/Impact: At-risk students and their families will have increased access to academic, social-emotional, and basic-needs supports that reduce barriers to learning and contribute to improved achievement, attendance, behavior, engagement, and overall student success.

Staff Responsible for Monitoring: Principal, CIS Site Coordinator, Counselors

Problem Statements: Demographics 1, 2, 3

Funding Sources: CIS partnership/services, academic support materials, student/family resources, food, clothing, school supplies, and community resource partnerships 211 - Title I, Part A,

ESF Levers: Lever 3: Integrated Student Support Systems

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Goal 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Student attendance remains below the campus target, with persistent and excessive absences limiting some students' consistent access to instruction.	Attendance data indicate that barriers to consistent attendance vary by student and family, requiring earlier identification, consistent monitoring, family communication, and individualized intervention to address attendance concerns before they become chronic.
2	Persistent achievement and growth gaps exist among student groups, particularly Economically Disadvantaged, Emergent Bilingual, and students receiving Special Education services.	Students within identified special populations have not consistently received the differentiated instructional supports, scaffolds, accommodations, and targeted interventions necessary to access and master grade-level content.

3

By May 2027, LDMS will reduce student disciplinary incidents by 5% while ensuring consistent and equitable implementation of campuswide behavior expectations and discipline practices.

Discipline referral data, ISS/OSS data, PBIS Rewards data, discipline data disaggregated by student group

Goal 3 High Priority

By May 2027, LDMS will increase student achievement in Mathematics across grade levels, with targeted emphasis on closing identified learning gaps and increasing performance at the Approaches, Meets, and Masters Grade Level standards.

Evaluation Data Source: 2027 STAAR Mathematics/EOC results

Strategy 1

LDMS math teachers will use Fall MAP assessment results and other student performance data to identify learning gaps and provide 30 minutes of targeted mathematics intervention during Falcon Time four days per week, with students grouped according to identified instructional needs.

Strategy's Expected Result/Impact: Students will receive targeted mathematics instruction based on identified skill gaps, resulting in accelerated learning, reduced learning gaps, and increased progress toward grade-level standards.

Staff Responsible for Monitoring: Principal, Instructional Coach, Math Teachers

Problem Statements: Student Learning 1, 2

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

LDMS will provide Accelerated Instruction in mathematics through targeted Zearn lessons and targeted mathematics intervention during Falcon Time aligned to identified student learning gaps and grade-level mathematics standards.

Strategy's Expected Result/Impact: Students requiring additional mathematics support will receive targeted, standards-aligned instruction designed to address prerequisite skills while supporting access to current grade-level content.

Staff Responsible for Monitoring: Assistant Principal, Math Teachers

Problem Statements: Student Learning 1, 2

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

LDMS math teachers will regularly analyze MAP, CFA, unit assessment, STAAR Interim, and other student performance data to monitor the progress of all students and will collect additional progress-monitoring data for students receiving targeted mathematics intervention to evaluate skill development, adjust instructional groups, and determine appropriate next steps.

Strategy's Expected Result/Impact: Teachers will use ongoing student performance data to identify areas of growth and continued need, make timely instructional adjustments, and provide increasingly targeted support to students who are not demonstrating expected progress.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coach, Math Teachers

Problem Statements: Student Learning 1, 2

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Goal 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
17th Grade Math continues to be the greatest area of academic need, with 25.14% of students achieving Approaches, 5.59% achieving Meets, and 0.56% achieving Masters on the 2026 STAAR assessment.	Math instruction has lacked consistent implementation of grade-level curriculum, instructional practices, formative assessment, and timely response to identified student learning gaps.
2Student performance data indicate persistent gaps in mastery of grade-level standards, particularly in mathematics and reading, with a need to increase achievement at the Approaches, Meets, and Masters Grade Level standards.	Tier I instruction and intervention have not consistently responded to identified student learning gaps through targeted instruction, ongoing progress monitoring, and timely instructional adjustments.

Goal 4 High Priority

By May 2027, LDMS will increase the average student score on Extended Constructed Response (ECR) items on STAAR RLA by at least two points at each grade level from the 2026 baseline through consistent implementation of writing across content areas, with an emphasis on complete sentences, evidence-based responses, and written explanation of student thinking

Evaluation Data Source: STAAR RLA ECR results, CFA and unit assessment data, and student writing samples across content areas.

Strategy 1

LDMS teachers across content areas will provide students with frequent opportunities to respond to learning in writing, with an expectation that students communicate their thinking using complete sentences, appropriate academic vocabulary, and written explanations appropriate to the content.

Strategy's Expected Result/Impact: Students will increase the frequency and quality of their written responses across the school day, strengthening their ability to clearly communicate and explain their thinking in writing.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coach, Department Heads, Teachers

Problem Statements: Student Learning 2 - School Processes & Programs 2

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Teachers will explicitly teach and provide regular opportunities for students to develop written responses that state a clear idea or claim, incorporate relevant text or content evidence, and explain how the evidence supports their thinking.

Strategy's Expected Result/Impact: Students will demonstrate increased ability to develop organized, evidence-based written responses and explain their reasoning, contributing to improved performance on STAAR RLA ECR items.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, RLA Department Head, Department Heads, Teachers

Problem Statements: Student Learning 2

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

LDMS will establish and consistently reinforce campuswide expectations for written responses, including the expectation that students respond in complete sentences, use appropriate academic vocabulary, and provide evidence or explanation to support their thinking when appropriate.

Strategy's Expected Result/Impact: Students will experience consistent writing expectations across classrooms and content areas, resulting in increased writing stamina, stronger academic language, and improved quality of written responses.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Department Heads, Teachers

Problem Statements: Student Learning 2

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

RLA teachers will regularly collect and analyze student writing samples, ECR responses, CFA and unit assessment data to monitor student writing growth, identify common areas of need, and adjust instruction based on student performance.

Strategy's Expected Result/Impact: Teachers will identify writing strengths and gaps throughout the school year and make timely instructional adjustments to improve student performance on constructed responses.

Staff Responsible for Monitoring: Principal, Assistant Principal, RLA Department Head, RLA Teachers

Problem Statements: Student Learning 2

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Goal 4 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
2 Student performance data indicate persistent gaps in mastery of grade-level standards, particularly in mathematics and reading, with a need to increase achievement at the Approaches, Meets, and Masters Grade Level standards.	Tier I instruction and intervention have not consistently responded to identified student learning gaps through targeted instruction, ongoing progress monitoring, and timely instructional adjustments.

Goal 4 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
2 Instructional processes and programs, including PLCs, data analysis, intervention, enrichment, and instructional expectations, are not implemented consistently across content areas and classrooms.	Campus systems for collaborative planning, monitoring implementation, and providing ongoing feedback and support have not been sufficiently consistent to ensure common expectations and fidelity across classrooms.

Goal 5 High Priority

By May 2027, 90% of Emergent Bilingual students will demonstrate growth of at least one proficiency level in one or more language domains, as measured by TELPAS.

Evaluation Data Source: 2027 TELPAS results

Strategy 1

Emergent Bilingual students will utilize Summit K12 twice weekly for 20-30 minutes to receive targeted practice in listening, speaking, reading, and writing aligned to their individual language proficiency needs.

Strategy's Expected Result/Impact: Emergent Bilingual students will receive consistent, targeted language practice that supports growth in the four TELPAS language domains.

Staff Responsible for Monitoring: ESL Teacher, Assistant Principal

Problem Statements: Demographics 2 - Student Learning 2

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

LDMS will utilize the ESL teacher to provide targeted language acquisition instruction to identified groups of Emergent Bilingual students and to support core teachers with strategies, resources, and coaching to address the language development needs of EB students across grades 6-8

Strategy's Expected Result/Impact: Emergent Bilingual students will receive targeted language instruction based on identified needs, while core teachers will increase their capacity to support language acquisition within content-area instruction.

Staff Responsible for Monitoring: ESL Teacher, Principal, Assistant Principal, Core Content Teachers

Problem Statements: Demographics 2 - Student Learning 2

Funding Sources: 199 State Compensatory Education (SCE),

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Teachers in grades 6-8 will intentionally integrate ELPS-aligned language development strategies into daily instruction, with an emphasis on academic speaking and writing, through structured student discourse, sentence stems, academic vocabulary, and frequent opportunities for students to listen, speak, read, and write about grade-level content.

Strategy's Expected Result/Impact: Emergent Bilingual students will increase their use of academic language in speaking and writing, resulting in increased language proficiency and progress toward higher TELPAS proficiency levels.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, ESL Teacher, Department Heads, Core Content Teachers

Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 2

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

LDMS will monitor Emergent Bilingual students' language proficiency and progress throughout the school year using TELPAS proficiency data, Summit K12 BOY/MOY/EOY assessments,

classroom performance, and other available language-development data to identify students requiring additional support.

Strategy's Expected Result/Impact: Teachers and campus staff will identify language-development needs throughout the year and adjust instruction and supports before the annual TELPAS administration.

Staff Responsible for Monitoring: ESL Teacher, Assistant Principal, Core Content Teachers

Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 2

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Strategy 5

LDMS will provide teachers with professional learning and ongoing support in ELPS-aligned instructional practices and strategies for supporting Emergent Bilingual students within content-area instruction.

Strategy's Expected Result/Impact: Teachers will increase their capacity to intentionally support language acquisition while maintaining access to grade-level content and academic rigor.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, ESL Teacher

Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 2, 4

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Goal 5 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Persistent achievement and growth gaps exist among student groups, particularly Economically Disadvantaged, Emergent Bilingual, and students receiving Special Education services.

Students within identified special populations have not consistently received the differentiated instructional supports, scaffolds, accommodations, and targeted interventions necessary to access and master grade-level content.

Goal 5 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Student performance data indicate persistent gaps in mastery of grade-level standards, particularly in mathematics and reading, with a need to increase achievement at the Approaches, Meets, and Masters Grade Level standards.

Tier I instruction and intervention have not consistently responded to identified student learning gaps through targeted instruction, ongoing progress monitoring, and timely instructional adjustments.

Goal 5 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

Instructional processes and programs, including PLCs, data analysis, intervention, enrichment, and instructional expectations, are not implemented consistently across content areas and classrooms.

Campus systems for collaborative planning, monitoring implementation, and providing ongoing feedback and support have not been sufficiently consistent to ensure common expectations and fidelity across classrooms.

4

Professional learning has not consistently resulted in sustained implementation of identified campus instructional priorities and practices.

Professional development has not been consistently embedded into PLCs, coaching, classroom implementation, and follow-up monitoring.

Goal 6 High Priority

By May 2027, LDMS will reduce the number of disciplinary incidents resulting in In-School Suspension (ISS) and Out-of-School Suspension (OSS) by at least 10% from the 2025-2026 baseline through consistent implementation of CHAMPS, PBIS Rewards, schoolwide routines and expectations, and targeted behavioral supports.

Evaluation Data Source: Discipline referral data and ISS/OSS assignment reports

Strategy 1

LDMS will consistently implement CHAMPS and schoolwide routines and expectations across classrooms and common areas, including hallways, cafeterias, restrooms, arrival, dismissal, and transitions, with expectations explicitly taught, modeled, practiced, and reinforced throughout the school year.

Strategy's Expected Result/Impact: Students will demonstrate increased understanding and consistency in meeting behavioral expectations, resulting in fewer behavioral incidents and disciplinary consequences requiring ISS or OSS.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals

Problem Statements: Demographics 3

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

LDMS will utilize PBIS Rewards campuswide to recognize and reinforce students who demonstrate schoolwide behavioral expectations and positive behaviors, including opportunities for students to redeem earned points for incentives and rewards through the PBIS student store.

Strategy's Expected Result/Impact: Students will receive consistent positive reinforcement for demonstrating schoolwide expectations, resulting in increased positive behavior and a reduction in disciplinary incidents resulting in ISS and OSS.

Staff Responsible for Monitoring: Principal, Associate Principal, Discipline Committee, Counselor

Problem Statements: Demographics 3

Funding Sources: PBIS Rewards platform, student store incentives and rewards, recognition materials, and supplies needed to operate the student store 211 - Title I, Part A,

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

LDMS administration will regularly review discipline referral, ISS, and OSS data to identify trends related to behaviors, locations, times, individual students, repeat incidents, and student groups and will use identified trends to determine needed interventions and adjustments to campus practices.

Strategy's Expected Result/Impact: Campus leadership will identify discipline patterns and areas of concern early, allowing for targeted interventions and adjustments that reduce repeated disciplinary incidents and ISS/OSS assignments.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Counselors

Problem Statements: Demographics 3

Title I: 2.5.3

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 4

LDMS will provide targeted behavioral interventions and supports for students demonstrating persistent or repeated behavioral concerns, including Check-In/Check-Out, counseling, parent collaboration, behavior intervention planning, reteaching of expectations, and other individualized supports based on student need.

Strategy's Expected Result/Impact: Students with repeated behavioral concerns will receive targeted support designed to improve behavior, reduce repeat referrals, and decrease disciplinary incidents resulting in ISS and OSS

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Counselors, Teachers, Intervention/Behavior Support Staff

Problem Statements: Demographics 3

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 5

LDMS will recognize and reward students at the end of each nine-week grading period who have zero documented dress code violations and zero student ID violations during that grading period.

Strategy's Expected Result/Impact: Students will be positively reinforced for consistently meeting campus expectations, resulting in increased compliance with dress code and student ID requirements and a reduction in documented violations.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Counselors, Teachers

Problem Statements: Demographics 3

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 6

LDMS will provide Tier 2 and Tier 3 behavioral interventions and individualized supports for students demonstrating persistent or repeated behavioral concerns, including PBIS Rewards Check-In/Check-Out, counseling, behavior intervention planning, parent collaboration, restorative supports, and other interventions based on individual student needs.

Strategy's Expected Result/Impact: Students with persistent behavioral needs will receive targeted support and progress monitoring, resulting in improved behavior, increased self-management, fewer repeated discipline referrals, and decreased ISS and OSS assignments.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal over RTI, Assisyant Principal, Counselors, Teachers

Problem Statements: Demographics 3

ESF Levers: Lever 3: Integrated Student Support Systems

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Goal 6 Problem Statements Identifying Demographics

Problem Statement

Root Cause

3

By May 2027, LDMS will reduce student disciplinary incidents by 5% while ensuring consistent and equitable implementation of campuswide behavior expectations and discipline practices.

Discipline referral data, ISS/OSS data, PBIS Rewards data, discipline data disaggregated by student group

Goal 7

By May 2027, LDMS will increase opportunities for student voice and input in campus decisions by establishing consistent structures for students to provide feedback, contribute ideas, and participate in decisions that impact their school experience.

Evaluation Data Source: Student leadership meeting agendas and meeting notes, attendance/participation records, student feedback collected during meetings and from surveys, and documentation of campus actions or decisions resulting from student input.

Strategy 1

The campus principal will meet with a designated student leadership group at least quarterly to provide feedback, share student perspectives, identify areas of concern, propose solutions, and provide input on topics and decisions that impact the student experience.

Strategy's Expected Result/Impact: Students will have a consistent and meaningful avenue for communicating directly with campus leadership, resulting in increased student voice, ownership, leadership, and school connectedness.

Staff Responsible for Monitoring: Principal

Problem Statements: Perceptions 1, 3

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

LDMS will administer quarterly student surveys to gather feedback regarding campus culture, academics, safety, student supports, programs, procedures, and the overall student experience and will use survey results to identify trends and opportunities for campus improvement.

Strategy's Expected Result/Impact: Campus leadership will have regular student perception data to identify emerging concerns, evaluate student experiences, and make informed adjustments to campus practices while providing all students with an opportunity to have their voices heard.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Counselors

Problem Statements: Perceptions 1, 3

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 3

LDMS will provide students with opportunities to provide input and vote on appropriate campus decisions, including student activities, incentives, recognition opportunities, enrichment choices, themes, and other aspects of the student experience.

Strategy's Expected Result/Impact: Students will have authentic opportunities to influence appropriate campus decisions, resulting in increased ownership, engagement, leadership, and sense of belonging within the school community.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals

Problem Statements: Perceptions 3

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 4

LDMS administration will communicate with students regarding how their feedback and input were considered, actions taken in response to student feedback, and, when appropriate, the rationale when requested changes cannot be implemented.

Strategy's Expected Result/Impact: Students will have increased confidence that their perspectives are heard and considered, resulting in greater trust in campus leadership, student ownership, and school connectedness.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals

Problem Statements: School Processes & Programs 3 - Perceptions 1, 3

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Goal 7 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Campus processes and expectations have not always been communicated and implemented consistently, contributing to confusion and inconsistent experiences for staff, students, and families.	Multiple communication platforms, changing procedures, and the absence of consistently implemented campuswide communication and monitoring systems have contributed to variations in how expectations and programs are understood and carried out.

Goal 7 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Stakeholder perception data indicate inconsistencies in how staff, students, and families experience and perceive campus communication, expectations, decision-making, and overall campus practices.	Frequent changes in campus administration and leadership direction over time have contributed to inconsistent communication, expectations, and decision-making. This lack of continuity has created uncertainty among staff, students, and families and has impacted trust and confidence in campus systems.
3 Students report a need for greater opportunities to provide meaningful input into campus decisions and their school experience.	Structures for gathering and incorporating student voice into campus decision-making have been limited and have not consistently provided broad representation of the student body.

Goal 8

By May 2027, LDMS will achieve a student attendance rate of at least 96%.

Evaluation Data Source: 2026-2027 final attendance data

Strategy 1

LDMS will recognize and reward students for positive attendance at quarterly pep rallies and through other campus attendance incentives throughout the school year.

Strategy's Expected Result/Impact: Students will be motivated to attend school consistently, contributing to increased student attendance and a positive culture around regular school attendance.

Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Counselor, Attendance Clerk

Problem Statements: Demographics 1

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

The LDMS Attendance Committee will meet every two weeks to review campus and individual

student attendance data, identify trends and students with attendance concerns, and determine appropriate interventions and next steps.

Strategy's Expected Result/Impact: Attendance concerns will be identified and addressed early through consistent monitoring and timely intervention.

Staff Responsible for Monitoring: Assistant Principal, Attendance Counselor, Attendance Clerk

Problem Statements: Demographics 1

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

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Strategy 3

LDMS will provide targeted interventions and supports for students with excessive or persistent absences based on identified attendance barriers and individual student and family needs.

Strategy's Expected Result/Impact: Students experiencing barriers to regular attendance will receive individualized support designed to reduce absences and improve attendance.

Staff Responsible for Monitoring: Assistant Principal, Attendance Clerk

Problem Statements: Demographics 1

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 4

LDMS will consistently implement district and state attendance procedures for excessive absences, including required notifications, conferences, documentation, attendance improvement measures, and referral for appropriate legal action when required.

Strategy's Expected Result/Impact: Attendance concerns will be addressed consistently and in accordance with district and state requirements, resulting in increased family awareness and accountability and improved student attendance.

Staff Responsible for Monitoring: Assistant Principal, Attendance Clerk, Counselors, CIS

Problem Statements: Demographics 1

ESF Levers: Lever 3: Integrated Student Support Systems

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Goal 8 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Student attendance remains below the campus target, with persistent and excessive absences limiting some students' consistent access to instruction.

Attendance data indicate that barriers to consistent attendance vary by student and family, requiring earlier identification, consistent monitoring, family communication, and individualized intervention to address attendance concerns before they become chronic.

Goal 9 High Priority

By May 2027, LDMS will reduce achievement gaps between the overall student population and identified student groups, including Economically Disadvantaged, Emergent Bilingual, and students receiving Special Education services, as measured by STAAR/EOC performance.

Evaluation Data Source: MAP data, CFA and unit assessment data, STAAR Interim data, STAAR/EOC data disaggregated by student group

Strategy 1

LDMS instructional teams will regularly disaggregate MAP, CFA, unit assessment, STAAR Interim, and STAAR/EOC data by student group, including Economically Disadvantaged, Emergent Bilingual, and students receiving Special Education services, to identify achievement gaps, monitor progress, and determine areas requiring additional instructional support.

Strategy's Expected Result/Impact: Achievement gaps will be identified throughout the school year rather than solely after STAAR, allowing teachers and campus leaders to respond to emerging disparities with timely instructional adjustments and supports.

Staff Responsible for Monitoring: Principal, Assistant Principals, Department Heads, PLC Teams, Special Education Staff, ESL Teacher

Problem Statements: Demographics 2

Title I: 2.5.1

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Teachers will consistently provide differentiated instructional supports, scaffolds, accommodations, and language supports within Tier I instruction based on identified student needs to increase access to and mastery of grade-level content for students in special populations.

Strategy's Expected Result/Impact: Students in identified student groups will have increased access to grade-level instruction and receive the supports necessary to demonstrate increased mastery of grade-level standards.

Staff Responsible for Monitoring: Principal, Assistant Principals, Department Heads, Teachers, Special Education Staff, ESL Teacher

Problem Statements: Demographics 2

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

During PLCs, instructional teams will review the performance and progress of identified student groups, including Economically Disadvantaged, Emergent Bilingual, and students receiving Special Education services, when analyzing student data and planning Tier I instruction, intervention, and enrichment.

Strategy's Expected Result/Impact: Teachers will intentionally consider the performance and instructional needs of identified student groups when planning and responding to student learning, resulting in more timely and targeted instructional supports.

Staff Responsible for Monitoring: Principal, Assistant Principals, Department Heads, PLC Teams

Problem Statements: Student Learning 2

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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Goal 9 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Persistent achievement and growth gaps exist among student groups, particularly Economically Disadvantaged, Emergent Bilingual, and students receiving Special Education services.

Students within identified special populations have not consistently received the differentiated instructional supports, scaffolds, accommodations, and targeted interventions necessary to access and master grade-level content.

Goal 9 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Student performance data indicate persistent gaps in mastery of grade-level standards, particularly in mathematics and reading, with a need to increase achievement at the Approaches, Meets, and Masters Grade Level standards.

Tier I instruction and intervention have not consistently responded to identified student learning gaps through targeted instruction, ongoing progress monitoring, and timely instructional adjustments.

Priority 2

Priority 2: Increase Faculty and Staff Engagement

Goal 1 High Priority

By May 2027, LDMS will increase staff engagement, trust, and intent to remain at LDMS as measured by annual staff perception survey results.

Evaluation Data Source: Staff perception surveys, staff retention data

Strategy 1

LDMS administration will provide staff with timely, accurate, and transparent communication regarding campus expectations, decisions, changes, and upcoming events and will communicate the rationale for significant decisions when appropriate.

Strategy's Expected Result/Impact: Staff will report increased clarity, trust, and confidence in campus communication and leadership.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Secretary

Problem Statements: School Processes & Programs 3 - Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 2

LDMS will intentionally recognize and celebrate staff throughout the school year through written and verbal praise, staff shout-outs, PBIS Rewards, and monthly appreciation activities.

Strategy's Expected Result/Impact: Staff will report increased feelings of appreciation, recognition, and belonging, contributing to improved staff engagement and campus culture.

Staff Responsible for Monitoring: Principal, Associate Principaal, Assistant Principals, Secretary

Problem Statements: Perceptions 4

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

LDMS will provide a trained mentor for each new-to-teaching teacher and a campus buddy for experienced teachers who are new to LDMS to provide ongoing instructional, procedural, and relational support throughout the school year.

Strategy's Expected Result/Impact: New staff members will report increased support, confidence, and connection to the campus, contributing to successful onboarding and increased teacher retention.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coach, Mentors, Buddies

Problem Statements: Perceptions 4

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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Strategy 4

LDMS administration will provide ongoing opportunities for staff to provide input and feedback regarding campus practices, decisions, professional needs, and working conditions and will use staff feedback to inform campus improvements.

Strategy's Expected Result/Impact: Staff will report increased perceptions that their voice is valued and that they have meaningful opportunities to contribute to campus decisions and improvements.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals

Problem Statements: School Processes & Programs 3 - Perceptions 4

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

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Strategy 5

LDMS administration will review staff perception and feedback data throughout the school year to identify trends related to trust, support, recognition, workload, professional learning, and intent to remain and will adjust campus practices in response to identified needs.

Strategy's Expected Result/Impact: Campus leadership will identify and respond to staff concerns in a timely manner, resulting in improved staff engagement, trust, support, and intent to remain at LDMS.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals

Problem Statements: Perceptions 1, 4

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

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Strategy 6

LDMS administration will regularly review campus procedures, responsibilities, and staff workload to identify opportunities to streamline processes, reduce unnecessary demands, and protect staff time while maintaining campus and instructional priorities.

Strategy's Expected Result/Impact: Staff will experience more efficient campus processes and improved support for managing professional responsibilities, contributing to improved work/life balance, engagement, and retention.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals

Problem Statements: School Processes & Programs 3 - Perceptions 4

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

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Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Campus processes and expectations have not always been communicated and implemented consistently, contributing to confusion and inconsistent experiences for staff, students, and families.	Multiple communication platforms, changing procedures, and the absence of consistently implemented campuswide communication and monitoring systems have contributed to variations in how expectations and programs are understood and carried out.

Goal 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Stakeholder perception data indicate inconsistencies in how staff, students, and families experience and perceive campus communication, expectations, decision-making, and overall campus practices.	Frequent changes in campus administration and leadership direction over time have contributed to inconsistent communication, expectations, and decision-making. This lack of continuity has created uncertainty among staff, students, and families and has impacted trust and confidence in campus systems.
4	Staff perception data indicate a need to improve staff trust, recognition, work/life balance, and intent to remain at LDMS.	Inconsistent recognition, communication, opportunities for staff voice, and systems to support staff workload and well-being have contributed to lower levels of staff trust, engagement, and intent to remain.

Goal 2

By May 2027, LDMS will increase staff perceptions that their input is valued and considered in campus decisions through consistent opportunities for feedback, shared decision-making, and transparent communication.

Evaluation Data Source: Staff perception surveys and campus staff feedback surveys

Strategy 1

LDMS will utilize the Guiding Coalition as a representative staff leadership team to provide input, identify campus needs, problem-solve challenges, and contribute to decisions related to campus improvement and instructional priorities.

Strategy's Expected Result/Impact: Staff will have increased representation in campus decision-making, resulting in greater ownership, trust, and confidence that staff perspectives are considered when determining campus priorities and practices.

Staff Responsible for Monitoring: Principal, Guiding Coalition Members

Problem Statements: Perceptions 4

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 2

LDMS will utilize department heads to represent their content areas by gathering teacher input, identifying instructional and department needs, collaborating with campus leadership to problem-solve concerns, and contributing to decisions related to curriculum, instruction, assessment, professional learning, and campus instructional priorities.

Strategy's Expected Result/Impact: Teachers will have increased voice in instructional decision-making, and campus decisions will be better informed by the needs and perspectives of each content area.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Department Heads

Problem Statements: School Processes & Programs 2 - Perceptions 4

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

LDMS will utilize grade-level team leads to represent their teams by gathering staff input, identifying grade-level and student needs, communicating concerns and potential solutions to campus leadership, and contributing to decisions related to campus procedures, student supports, culture, and grade-level operations.

Strategy's Expected Result/Impact:

Staff will have increased voice in decisions affecting their grade-level teams and students, resulting in stronger two-way communication, shared ownership, and responsiveness to staff and student needs.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Team Leads

Problem Statements: School Processes & Programs 3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 4

LDMS will continue to include teachers and other appropriate staff members on interview committees for campus vacancies to provide staff voice and perspective in the selection of new team members.

Strategy's Expected Result/Impact: Staff will have meaningful opportunities to participate in staffing decisions, increasing ownership in building and maintaining effective campus teams.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals

Problem Statements: Perceptions 4

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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Strategy 5

LDMS administration will provide ongoing opportunities for staff to share solution-oriented feedback regarding campus practices, procedures, and areas of concern and will use feedback to inform campus improvements and decision-making.

Strategy's Expected Result/Impact: Staff will have increased opportunities to contribute to campus improvement and decision-making, resulting in greater staff voice, shared ownership, trust, and confidence that their feedback is valued and considered.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals

Problem Statements: School Processes & Programs 1, 4 - Perceptions 4

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Goal 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Professional learning has not consistently provided teachers with the targeted support needed to strengthen content knowledge and implement high-quality instructional practices.	Teachers have had limited opportunities for content-specific professional development and sustained, job-embedded learning that includes collaborative planning, practice, feedback, and follow-up support.
2	Instructional processes and programs, including PLCs, data analysis, intervention, enrichment, and instructional expectations, are not implemented consistently across content areas and classrooms.	Campus systems for collaborative planning, monitoring implementation, and providing ongoing feedback and support have not been sufficiently consistent to ensure common expectations and fidelity across classrooms.
3	Campus processes and expectations have not always been communicated and implemented consistently, contributing to confusion and inconsistent experiences for staff, students, and families.	Multiple communication platforms, changing procedures, and the absence of consistently implemented campuswide communication and monitoring systems have contributed to variations in how expectations and programs are understood and carried out.
4	Professional learning has not consistently resulted in sustained implementation of identified campus instructional priorities and practices.	Professional development has not been consistently embedded into PLCs, coaching, classroom implementation, and follow-up monitoring.

Goal 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	Staff perception data indicate a need to improve staff trust, recognition, work/life balance, and intent to remain at LDMS.	Inconsistent recognition, communication, opportunities for staff voice, and systems to support staff workload and well-being have contributed to lower levels of staff trust, engagement, and intent to remain.

Goal 3

By May 2027, LDMS will provide ongoing, job-embedded professional learning aligned to campus instructional priorities, high-quality instructional materials, classroom needs, and content-specific areas of growth to strengthen instructional practices.

Evaluation Data Source: Teachers will strengthen their instructional practices and increase their capacity to effectively implement high-quality instructional materials, analyze student learning, and respond to identified student needs.

Strategy 1

LDMS will provide teachers with opportunities to participate in content-specific professional learning aligned to identified instructional needs, district curriculum, student data, and campus instructional priorities.

Strategy's Expected Result/Impact: Teachers will increase their content knowledge and instructional capacity and report that professional learning is more relevant and applicable to their classroom needs.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coach, Department Heads

Problem Statements: School Processes & Programs 1, 4

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

ELAR and Math teachers will participate in periodic half-day collaborative planning sessions to internalize upcoming lessons, review student work, analyze student data, and collaboratively plan for intervention and enrichment based on identified student needs.

Strategy's Expected Result/Impact: Teachers will have protected time to deepen their understanding of upcoming instruction and use student evidence to make instructional decisions, resulting in stronger instructional alignment and more targeted responses to student learning needs.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coach, ELAR Department Head

Problem Statements: School Processes & Programs 2, 4

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Math and ELAR teachers will continue to collaborate with ESC Region 11 partners to internalize and effectively implement district-adopted curriculum and strengthen content-specific instructional practices.

Strategy's Expected Result/Impact: Teachers will increase their understanding and effective implementation of district-adopted instructional materials, resulting in stronger alignment to grade-level standards and increased instructional consistency.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coach, ELAR and Math Department Heads

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2, 4 - Perceptions 4

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

Campus administrators and instructional leaders will provide job-embedded coaching and timely, bite-sized feedback following classroom observations, with follow-up support to assist teachers in implementing identified instructional practices.

Strategy's Expected Result/Impact: Teachers will receive timely and actionable feedback that supports continuous improvement and increases the consistent implementation of effective instructional practices.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coach

Problem Statements: School Processes & Programs 1, 2, 4

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 5

LDMS will gather staff input regarding professional learning needs and areas in which additional instructional support is needed and use this feedback, along with student and classroom data, to plan relevant and targeted professional learning opportunities.

Strategy's Expected Result/Impact: Professional learning will be responsive to identified teacher and student needs, and staff will have meaningful input into the professional learning opportunities provided.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coach

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2, 4

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Strategy 6

Campus administrators will participate in T-TESS calibration activities at least once per month to strengthen consistency in classroom observation, evaluation, instructional feedback, and identification of campuswide instructional trends.

Strategy's Expected Result/Impact: Administrators will increase consistency in identifying effective instructional practices and areas for growth, resulting in more aligned, actionable, and reliable feedback and coaching for teachers.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals

Problem Statements: School Processes & Programs 1, 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing

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Goal 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	7th Grade Math continues to be the greatest area of academic need, with 25.14% of students achieving Approaches, 5.59% achieving Meets, and 0.56% achieving Masters on the 2026 STAAR assessment.	Math instruction has lacked consistent implementation of grade-level curriculum, instructional practices, formative assessment, and timely response to identified student learning gaps.
2	Student performance data indicate persistent gaps in mastery of grade-level standards, particularly in mathematics and reading, with a need to increase achievement at the Approaches, Meets, and Masters Grade Level standards.	Tier I instruction and intervention have not consistently responded to identified student learning gaps through targeted instruction, ongoing progress monitoring, and timely instructional adjustments.

Goal 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Professional learning has not consistently provided teachers with the targeted support needed to strengthen content knowledge and implement high-quality instructional practices.	Teachers have had limited opportunities for content-specific professional development and sustained, job-embedded learning that includes collaborative planning, practice, feedback, and follow-up support.
2	Instructional processes and programs, including PLCs, data analysis, intervention, enrichment, and instructional expectations, are not implemented consistently across content areas and classrooms.	Campus systems for collaborative planning, monitoring implementation, and providing ongoing feedback and support have not been sufficiently consistent to ensure common expectations and fidelity across classrooms.
4	Professional learning has not consistently resulted in sustained implementation of identified campus instructional priorities and practices.	Professional development has not been consistently embedded into PLCs, coaching, classroom implementation, and follow-up monitoring.

Goal 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

4

Staff perception data indicate a need to improve staff trust, recognition, work/life balance, and intent to remain at LDMS.

Inconsistent recognition, communication, opportunities for staff voice, and systems to support staff workload and well-being have contributed to lower levels of staff trust, engagement, and intent to remain.

Priority 3

Priority 3: Improve Parent & Family/Community Support

Goal 1 High Priority

By May 2027, LDMS will improve family perceptions of the campus by strengthening trust, transparency, and confidence in campus leadership, programs, and practices.

Evaluation Data Source: Parent perception survey data

Strategy 1

LDMS administration will provide ongoing opportunities for families to provide feedback regarding campus programs, practices, and areas of concern and will use feedback to inform campus decisions and improvements.

Strategy's Expected Result/Impact: Families will have increased opportunities to provide input and will demonstrate increased trust and confidence in campus leadership and practices.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals

Problem Statements: Perceptions 1

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

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Strategy 2

LDMS administration will communicate the rationale for significant campus decisions, changes, and expectations and provide follow-up information when appropriate to increase transparency with families.

Strategy's Expected Result/Impact: Families will have a clearer understanding of campus decisions, expectations, and practices, resulting in increased trust, transparency, and confidence in campus leadership.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals

Problem Statements: School Processes & Programs 3

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

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Strategy 3

LDMS administration will maintain accessible and responsive communication with families by providing opportunities for families to ask questions, share concerns, and engage directly with campus leadership.

Strategy's Expected Result/Impact: Families will feel heard, valued, and supported, resulting in stronger relationships between families and the campus and improved perceptions of LDMS.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Counselors

Problem Statements: School Processes & Programs 3 - Perceptions 1, 2

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 4

LDMS administration will review family perception and feedback data throughout the school year to identify trends, areas of concern, and opportunities for improvement and will adjust campus practices as appropriate.

Strategy's Expected Result/Impact: Campus leadership will use family perception data to make responsive improvements in campus practices, resulting in increased family trust, confidence, and positive perceptions of LDMS.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals

Problem Statements: Perceptions 1

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

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Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Campus processes and expectations have not always been communicated and implemented consistently, contributing to confusion and inconsistent experiences for staff, students, and families.	Multiple communication platforms, changing procedures, and the absence of consistently implemented campuswide communication and monitoring systems have contributed to variations in how expectations and programs are understood and carried out.

Goal 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Stakeholder perception data indicate inconsistencies in how staff, students, and families experience and perceive campus communication, expectations, decision-making, and overall campus practices.	Frequent changes in campus administration and leadership direction over time have contributed to inconsistent communication, expectations, and decision-making. This lack of continuity has created uncertainty among staff, students, and families and has impacted trust and confidence in campus systems.
2	Families continue to report inconsistencies in communication regarding student progress, expectations, academics, and campus initiatives.	Campus communication has not been consistently coordinated across staff and communication channels, resulting in differences in the timing, clarity, and consistency of information families receive.

Goal 2

By May 2027, LDMS will improve the consistency, clarity, and effectiveness of communication with families regarding student academics, campus expectations, programs, and events.

Evaluation Data Source: Parent perception survey data, ParentSquare communication/engagement data

Strategy 1

LDMS will provide families with weekly campus communication regarding important dates, upcoming events, programs, academic information, campus expectations, and other relevant information through established campus communication platforms.

Strategy's Expected Result/Impact: Families will receive consistent, timely, and predictable information, resulting in increased awareness and understanding of campus academics, expectations, programs, events, and opportunities.

Staff Responsible for Monitoring: Principal

Problem Statements: School Processes & Programs 3 - Perceptions 1

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

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Strategy 2

Grade-level teams and departments will provide families with a biweekly newsletter that communicates upcoming learning, important dates, academic expectations, assessments, classroom or department updates, and opportunities for students and families.

Strategy's Expected Result/Impact: Families will receive consistent and relevant grade-level and content-specific information, increasing their understanding of student learning, academic expectations, and upcoming opportunities.

Staff Responsible for Monitoring: Principal, Assistant Principals, Department Heads, Grade-Level Team Leads

Problem Statements: School Processes & Programs 3

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

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Strategy 3

Teachers will communicate with families throughout the school year regarding individual student academic progress, identified areas of need, and available academic supports, including intervention and Accelerated Instruction when applicable, particularly when students are not demonstrating mastery of grade-level expectations.

Strategy's Expected Result/Impact: Families will have a clearer understanding of their student's academic progress and areas of need, allowing for timely collaboration between families and teachers to support student success.

Staff Responsible for Monitoring: Principal, Assistant Principals, Department Heads, Teachers

Problem Statements: Demographics 2 - School Processes & Programs 3 - Perceptions 2

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

LDMS will streamline family communication by utilizing established district and campus communication platforms and coordinating campus messages to reduce duplication, conflicting information, and unnecessary communication across multiple channels.

Strategy's Expected Result/Impact: Families will experience clearer and more organized communication, making important campus and student information easier to access and understand.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Secretary

Problem Statements: School Processes & Programs 3

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

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Goal 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Persistent achievement and growth gaps exist among student groups, particularly Economically Disadvantaged, Emergent Bilingual, and students receiving Special Education services.	Students within identified special populations have not consistently received the differentiated instructional supports, scaffolds, accommodations, and targeted interventions necessary to access and master grade-level content.

Goal 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Campus processes and expectations have not always been communicated and implemented consistently, contributing to confusion and inconsistent experiences for staff, students, and families.	Multiple communication platforms, changing procedures, and the absence of consistently implemented campuswide communication and monitoring systems have contributed to variations in how expectations and programs are understood and carried out.

Goal 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Stakeholder perception data indicate inconsistencies in how staff, students, and families experience and perceive campus communication, expectations, decision-making, and overall campus practices.	Frequent changes in campus administration and leadership direction over time have contributed to inconsistent communication, expectations, and decision-making. This lack of continuity has created uncertainty among staff, students, and families and has impacted trust and confidence in campus systems.
2 Families continue to report inconsistencies in communication regarding student progress, expectations, academics, and campus initiatives.	Campus communication has not been consistently coordinated across staff and communication channels, resulting in differences in the timing, clarity, and consistency of information families receive.

Goal 3

By May 2027, LDMS will increase meaningful family and community engagement by providing opportunities for families to participate in academic, informational, extracurricular, and community-building activities throughout the school year.

Evaluation Data Source: Campus event participation/sign-in data, parent engagement data, parent perception survey data

Strategy 1

LDMS will provide families and community members with opportunities throughout the school year to participate in student performances, extracurricular activities, recognition events, academic events, and other campus community-building activities.

Strategy's Expected Result/Impact: Increased opportunities for participation will strengthen family and community connections to LDMS and increase engagement in students' academic and extracurricular experiences.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Counselors, Guiding Coalition, Teachers, Coaches, Fine Arts Directors, Club and Organization Sponsors

Problem Statements: School Processes & Programs 3 - Perceptions 1

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

LDMS will host a Fall Meet the Teacher & Parent Information Night to provide families opportunities to meet teachers and campus staff, learn about academic expectations and campus programs, receive information regarding student supports and resources, and strengthen partnerships between families and the school.

Strategy's Expected Result/Impact: LDMS will host a Fall Meet the Teacher & Parent Information Night to provide families opportunities to meet teachers and campus staff, learn about academic expectations and campus programs, receive information regarding student supports and resources, and strengthen partnerships between families and the school.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Counselors, Department Heads, Teacher

Problem Statements: School Processes & Programs 3 - Perceptions 1, 2

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

LDMS will provide regular Rising 6th Grade family newsletters throughout the summer to communicate important dates, registration information, campus expectations, academic and extracurricular opportunities, student supports, transition information, and other resources needed to prepare students and families for middle school.

Strategy's Expected Result/Impact: Incoming 6th grade families will receive timely and consistent information throughout the summer, increasing family preparedness, reducing uncertainty, and supporting a successful transition to LDMS.

Staff Responsible for Monitoring: Principal, 6th Grade Assistant Principal, Counselors

Problem Statements: School Processes & Programs 3 - Perceptions 2

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Goal 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Campus processes and expectations have not always been communicated and implemented consistently, contributing to confusion and inconsistent experiences for staff, students, and families.	Multiple communication platforms, changing procedures, and the absence of consistently implemented campuswide communication and monitoring systems have contributed to variations in how expectations and programs are understood and carried out.

Goal 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Stakeholder perception data indicate inconsistencies in how staff, students, and families experience and perceive campus communication, expectations, decision-making, and overall campus practices.	Frequent changes in campus administration and leadership direction over time have contributed to inconsistent communication, expectations, and decision-making. This lack of continuity has created uncertainty among staff, students, and families and has impacted trust and confidence in campus systems.
2	Families continue to report inconsistencies in communication regarding student progress, expectations, academics, and campus initiatives.	Campus communication has not been consistently coordinated across staff and communication channels, resulting in differences in the timing, clarity, and consistency of information families receive.

Goal 4 High Priority

By May 2027, LDMS will increase families' understanding of their student's academic performance, progress, and available academic supports.

Evaluation Data Source: Parent perception survey data, ParentSquare communication data

Strategy 1

LDMS will provide families with their student's NWEA MAP Growth results following the fall, winter, and spring assessment administrations, along with information to help families understand their student's performance and growth.

Strategy's Expected Result/Impact: Families will have increased understanding of their student's academic performance and growth throughout the school year and will be better equipped to support learning at home.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coach, Teachers

Problem Statements: School Processes & Programs 3 - Perceptions 2

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Strategy 2

LDMS will provide families with information regarding their student's STAAR and STAAR Interim performance, including identified areas of strength and need, to help families understand their student's progress toward mastery of grade-level standards.

Strategy's Expected Result/Impact: Families will have increased understanding of their student's progress toward grade-level mastery and will be better informed about areas of strength, identified learning needs, and academic progress throughout the school year.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Core Content Teachers

Problem Statements: School Processes & Programs 3 - Perceptions 2

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Provide families with information and support for accessing Skyward, Canvas, and other district-approved platforms to monitor grades, assignments, attendance, and academic progress.

Strategy's Expected Result/Impact: Families will have increased access to current student information, allowing them to monitor academic progress and identify areas of concern throughout the school year.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Counselors, Teachers

Problem Statements: School Processes & Programs 3 - Perceptions 2

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

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Strategy 4

LDMS will provide families with resources and guidance throughout the school year to help them understand grade-level learning expectations and ways to support student learning at home.

Strategy's Expected Result/Impact: Families will increase their knowledge of grade-level academic expectations and strategies they can use to support their student's learning and academic success.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coach, Department Heads, Teachers

Problem Statements: School Processes & Programs 3 - Perceptions 2

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Goal 4 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

Campus processes and expectations have not always been communicated and implemented consistently, contributing to confusion and inconsistent experiences for staff, students, and families.

Multiple communication platforms, changing procedures, and the absence of consistently implemented campuswide communication and monitoring systems have contributed to variations in how expectations and programs are understood and carried out.

Goal 4 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

Families continue to report inconsistencies in communication regarding student progress, expectations, academics, and campus initiatives.

Campus communication has not been consistently coordinated across staff and communication channels, resulting in differences in the timing, clarity, and consistency of information families receive.

Priority 4

Priority 4: Efficient Operations: Ensure Strong Financial Stewardship

Goal 1

By May 2027, LDMS will ensure campus funds are strategically allocated, monitored, and expended in alignment with identified campus needs, CIP priorities, and student achievement goals.

Evaluation Data Source: budget reports, expenditure reports, Title I/federal program expenditure documentation, and Campus Improvement Plan.

Strategy 1

LDMS administration will develop and manage the campus budget to ensure available resources are strategically allocated to identified campus needs, CIP priorities, and student achievement goals.

Strategy's Expected Result/Impact: Campus resources will be intentionally directed toward programs, personnel, materials, and supports that address identified campus needs and priorities.

Staff Responsible for Monitoring: Principal, Campus Secretary

Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 4

Funding Sources: Campus budget allocations, budget and expenditure reports, CIP and comprehensive needs assessment data 199 General Funds,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

LDMS administration will regularly review campus budgets, expenditures, and available balances throughout the school year to ensure funds are expended responsibly, efficiently, and within established budget parameters.

Strategy's Expected Result/Impact: Regular budget monitoring will support responsible fiscal management and maximize the effective use of available campus resources.

Staff Responsible for Monitoring: Principal, Campus Secretary

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Strategy 3

LDMS will strategically utilize Title I and other available federal funds to address identified student needs and support the goals and strategies outlined in the Campus Improvement Plan.

Strategy's Expected Result/Impact: Title I and federal funds will be used to provide supplemental resources and supports that directly address needs identified through the comprehensive needs assessment.

Staff Responsible for Monitoring: Principal, Campus Secretary

Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 4

Funding Sources: Title I/federal fund allocations, expenditure reports, CIP documentation, and federal program guidance 211 - Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Goal 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<div>2</div> <div>Persistent achievement and growth gaps exist among student groups, particularly Economically Disadvantaged, Emergent Bilingual, and students receiving Special Education services.</div>	<div>Students within identified special populations have not consistently received the differentiated instructional supports, scaffolds, accommodations, and targeted interventions necessary to access and master grade-level content.</div>

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	7th Grade Math continues to be the greatest area of academic need, with 25.14% of students achieving Approaches, 5.59% achieving Meets, and 0.56% achieving Masters on the 2026 STAAR assessment.	Math instruction has lacked consistent implementation of grade-level curriculum, instructional practices, formative assessment, and timely response to identified student learning gaps.

Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	Professional learning has not consistently resulted in sustained implementation of identified campus instructional priorities and practices.	Professional development has not been consistently embedded into PLCs, coaching, classroom implementation, and follow-up monitoring.

Goal 2

By May 2027, LDMS will maintain a safe and secure learning environment through consistent implementation, monitoring, and evaluation of campus safety and emergency response procedures.

Evaluation Data Source: Emergency drill documentation, safety audit data, Centegix records, Sentinel visitor management records, Say Something reports, required safety training documentation

Strategy 1

LDMS administration will collaborate with staff and the campus SRO to implement and monitor campus safety procedures. Emergency drills will be conducted throughout the school year in accordance with district and state requirements.

Strategy's Expected Result/Impact: Staff and students will demonstrate increased preparedness and consistent implementation of campus safety and emergency response procedures.

Staff Responsible for Monitoring: Principal, Campus SRO

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Strategy 2

LDMS will utilize the Say Something anonymous reporting system and Centegix alert system to identify and respond to potential safety concerns. Administration will monitor student technology reports and other safety reports throughout the school year.

Strategy's Expected Result/Impact: Potential safety concerns will be identified and addressed in a timely manner, supporting proactive intervention and a safe and secure campus environment.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus SRO, Counselors

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Strategy 3

LDMS staff will receive annual training on Emergency Response Protocols and campus safety procedures. Staff will review expectations throughout the school year as needed to maintain readiness.

Strategy's Expected Result/Impact: Staff will demonstrate increased knowledge, confidence, and readiness to appropriately implement emergency response and campus safety protocols.

Staff Responsible for Monitoring: Principal, Associate Principal, Campus SRO

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Strategy 4

LDMS will maintain a Behavioral Threat Assessment Team whose members remain current on all required training. The team will follow established procedures to assess and respond to identified threats or concerning behaviors.

Strategy's Expected Result/Impact: Potential threats and concerning behaviors will be identified, assessed, and addressed through consistent implementation of behavioral threat assessment procedures.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Counselors, Campus SRO, Behavioral Threat Assessment Team

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Strategy 5

LDMS will maintain a safety response team to review and respond to safety concerns received through the Say Something anonymous reporting system. The team will follow established procedures to ensure concerns are addressed appropriately and in a timely manner.

Strategy's Expected Result/Impact: Safety concerns will be reviewed and addressed promptly and consistently to support proactive intervention and maintain student and staff safety.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Counselors, Campus SRO, Safety Response Team

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Strategy 6

LDMS will train staff on the use of Centegix and Sentinel and consistently utilize campus safety systems for visitor management and emergency response procedures throughout the school year.

Strategy's Expected Result/Impact: Consistent use of campus safety and visitor management systems will strengthen access control, emergency communication, and overall campus security.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Campus SRO, Front Office Staff

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Strategy 7

Campus administrators will regularly monitor the implementation of established schoolwide routines and expectations and provide timely feedback to staff regarding strengths, inconsistencies, and areas requiring reteaching or improved implementation.

Strategy's Expected Result/Impact: Schoolwide routines and expectations will be implemented more consistently across campus, resulting in increased student supervision, orderly transitions, reduced opportunities for inappropriate behavior, and a safer and more predictable school environment.

Staff Responsible for Monitoring: Administrator walkthrough documentation, implementation monitoring records, staff feedback documentation, discipline data, and common-area observation data

Problem Statements: Demographics 3 - School Processes & Programs 3

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 8

LDMS administrators will develop and implement a passing-period duty schedule that strategically positions staff in hallways, restrooms, and identified campus hotspots during each passing period to provide active supervision and reinforce schoolwide expectations.

Strategy's Expected Result/Impact: Increased adult visibility and active supervision will support orderly student transitions, reduce opportunities for unsafe or inappropriate behavior, and increase student safety in common areas.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Assigned Duty Staff

Problem Statements: Demographics 3 - School Processes & Programs 3

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 9

LDMS will utilize the PBIS Rewards digital Hall Pass system to monitor and document student movement outside of assigned instructional areas during the school day and identify patterns requiring administrative or instructional follow-up.

Strategy's Expected Result/Impact: Campus staff will have increased visibility and accountability regarding student movement, resulting in reduced unauthorized time outside of class, increased instructional time, and improved campus safety.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Teachers

Problem Statements: Demographics 3 - School Processes & Programs 3

ESF Levers: Lever 3: Integrated Student Support Systems

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Goal 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

3

By May 2027, LDMS will reduce student disciplinary incidents by 5% while ensuring consistent and equitable implementation of campuswide behavior expectations and discipline practices.

Discipline referral data, ISS/OSS data, PBIS Rewards data, discipline data disaggregated by student group

Goal 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

Campus processes and expectations have not always been communicated and implemented consistently, contributing to confusion and inconsistent experiences for staff, students, and families.

Multiple communication platforms, changing procedures, and the absence of consistently implemented campuswide communication and monitoring systems have contributed to variations in how expectations and programs are understood and carried out.



Funding Summary

Funding Summary

199 General Funds

Priority	Goal	Strategy	Resources Needed	Account Code	Amount
4	1	1	Campus budget allocations, budget and expenditure reports, CIP and comprehensive needs assessment data	--	\$0.00
Sub-Total					\$0.00

199 State Compensatory Education (SCE)

Priority	Goal	Strategy	Resources Needed	Account Code	Amount
1	5	2		--	\$0.00
Sub-Total					\$0.00

211 - Title I, Part A

Priority	Goal	Strategy	Resources Needed	Account Code	Amount
1	2	6	CIS partnership/services, academic support materials, student/family resources, food, clothing, school supplies, and community resource partnerships	--	\$0.00
1	6	2	PBIS Rewards platform, student store incentives and rewards, recognition materials, and supplies needed to operate the student store	--	\$0.00
4	1	3	Title I/federal fund allocations, expenditure reports, CIP documentation, and federal program guidance	--	\$0.00
Sub-Total					\$0.00