Lake Dallas Independent School District

Lake Dallas Elementary School

2026-2027 Campus Improvement Plan

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Mission Statement

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

Vision

Small School Atmosphere, Big School Opportunities

Value Statement

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

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Comprehensive Needs Assessment

Demographics

Summary

Lake Dallas Elementary (LDE) is a neighborhood school with most students residing within a couple of miles of the campus. Lake Dallas Elementary serves approximately 568 students. Our student population is 50.4% Hispanic, 36.1% White, 7.4% Black-African American, 4.1% Two-or-More Races, 1.8% Asian, 0.4% American Indian-Alaskan Native, and 0% Native Hawaiian-Pacific Islander. 50.2% of our students are Economically Disadvantaged, and 55% are At-Risk. 8% of the student population is Dyslexic, and Gifted and Talented make up 3%. Section 504 is 4.4%, Special Education is 15.9%, and 27.6% of students are Emergent Bilingual. The 2025-26 campus attendance rate was 95.3%.

The 2026-27 school year will be Lake Dallas Elementary School's 16th year as a Title I campus. Lake Dallas Elementary has the highest percentage of economically disadvantaged students in the district.

Class sizes for each grade level vary between 12 and 24 students per teacher.

The campus continues to seek out and employ multiple staff members who are bilingual to facilitate communication with our growing Hispanic population.

Since January 2013, LDE has used Title 1 funds to acquire a Communities in Schools Site Coordinator for the campus. The 2013-2014 school year was the first year LDE offered a CIS Site Coordinator year-round. The CIS program will continue through the 2026-27 school year.

Strengths

- LDE had 105 students served by CIS.

- 87.5% of LDE teachers have taught for more than 5 yrs or more

- 45% of LDE teachers have taught between 11-20 years.

- Campus size creates an environment where teachers and parents have easy access to campus and central administration to address needs quickly and efficiently.

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

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Students are beginning school with fewer early childhood foundational skills.	LDE has a high number percentage of students that are economically disadvantaged.
2 ★	Recruitment of highly qualified bilingual teachers is a challenge.	Colleges and teacher certification programs have communicated that there are fewer participants in the program, despite a high demand for bilingual teachers.

★ = Priority

Student Learning

Summary

Domain 1 - Details for (061912101) Lake Dallas EL

2025-2026 Student Achievement for (061912101) LAKE DALLAS EL

The Texas Education Agency (TEA) has now released the final 2025 Accountability Manual with the official A-F methodology for 2024-2025.
OnDataSuite has updated the A-F calculations to align with the finalized approach. Please review A-F update log for specifics on changes made.
The current reports can reliably indicate expected A-F ratings, though final official ratings will still come from TEA after all data is certified.

Details Behind the Score

	Raw Score	Scaled Score	Weight % of Score	Weighted Points
STAAR Performance	41	70	100%	70
Using STAAR Performance (100%) As your Score: 70				
			Student Achievement Domain Rating	**C**

STAAR for 2025-2026

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Econ Dis	Special Ed (Current)	Special Ed (Former)	Continously Enrolled
All														
Percent of Tests														
% at Did Not Meet GL Standard or Above	34%	69%	41%	21%		0%		35%	46%	46%	48%	64%	19%	32%
% at Approaches GL Standard or Above	66%	31%	59%	79%		100%		65%	54%	54%	52%	36%	81%	68%
% at Meets GL Standard or Above	41%	13%	31%	56%		58%		40%	27%	24%	28%	11%	56%	43%
% at Masters GL Standard	17%	6%	10%	26%		17%		25%	9%	8%	10%	2%	16%	19%
Reading														
Percent of Tests														
% at Did Not Meet GL Standard or Above	28%	46%	35%	16%		0%		38%	41%	44%	43%	62%	8%	25%
% at Approaches GL Standard or Above	72%	54%	65%	84%		100%		63%	59%	56%	57%	38%	92%	75%
% at Meets GL Standard or Above	50%	23%	40%	67%		80%		50%	35%	28%	39%	11%	69%	51%
% at Masters GL Standard	22%	8%	12%	35%		20%		50%	13%	11%	13%	2%	15%	23%
Number of Tests														
Mathematics														
Percent of Tests														
% at Did Not Meet GL Standard or Above	40%	85%	49%	25%		0%		38%	53%	54%	55%	65%	31%	38%
% at Approaches GL Standard or Above	60%	15%	51%	75%		100%		63%	47%	46%	45%	35%	69%	62%
% at Meets GL Standard or Above	33%	8%	24%	47%		40%		38%	19%	15%	18%	13%	54%	38%
% at Masters GL Standard	12%	8%	6%	20%		20%		13%	5%	4%	6%	4%	23%	15%
Science														
Percent of Tests														
% at Did Not Meet GL Standard or Above	32%	83%	34%	23%		0%		25%	42%	24%	41%	67%	17%	33%
% at Approaches GL Standard or Above	68%	17%	66%	77%		100%		75%	58%	76%	59%	33%	83%	67%
% at Meets GL Standard or Above	37%	0%	28%	51%		50%		25%	27%	41%	27%	6%	33%	38%
% at Masters GL Standard	14%	0%	13%	20%		0%		0%	10%	12%	14%	0%	0%	16%

66% of our students achieved Approaches Grade Level or higher. 72% of 3rd-5th graders scored approaching grade level or higher in Reading. 68% of our fifth graders scored approaching grade level or higher in Science.

The following graph shows the percentage of students who progressed at least one proficiency level as evidenced by TELPAS composite scores:

Grade Level	% of Students Who Progressed at Least One Proficiency Level on TELPAS
1	75%
2	30%
3	41%
4	53%
5	33%
K-2	51%
3-5	43%

The campus utilized a variety of research-based data sources in order to monitor student progress and draw conclusions regarding student achievement. In grades K-5, the campus has utilized NWEA MAP Growth to assess student learning. The RtI Team continued to focus on student success for students in the RTI process by

making recommendations for a multitude of interventions. Tier 2 and Tier 3 interventions were implemented and well-supported by instructional staff, including a Title I instructional assistant for reading support.

NWEA MAP Math Achievement increased from 58% to 62% from Fall to Spring. NWEA MAP Reading Achievement remained at the 58th percentile from Fall to Spring.

Strengths

STAAR Performance Measures Grades 3-5

In Science, our current Special Education students' scores have continued to steadily improve in the Approaches level over the past three years, increasing from 9% Approaches in 2023 to 28% Approaches in 2025 to 33% Approaches in 2026. Science scores for all students approaching grade level or higher increased from 59% to 68%.

Reading saw improvements in the Meets or higher scores for the Hispanic and White student groups compared to the previous year. We also saw increases in Meets or higher in Math in our current and former Special Education student groups compared to the previous year: Current SPED 9% (2024) to 13% (2026) and Former SPED 30% (2024) to 54% (2026).

TELPAS

Our students made gains on the TELPAS assessment, demonstrating growth. The most growth was seen in first grade, where we had 27 Emergent Bilingual Students, and 18 of them (or 75%) progressed at least one proficiency level on their TELPAS composite score.

NWEA MAP

NWEA MAP Math Achievement increased from 57% to 62% from Fall to Spring.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	On STAAR Mathematics, 60% of all students in grades 3-5 scored Approaches or higher.	Students are demonstrating gaps in their mathematics learning that need to be filled. Teachers need access to quality professional development and high-quality instructional materials to support the mathematics TEKS.
2 ★	According to TELPAS scores, Emergent Bilingual students are not progressing to mastery in acquiring English language skills in the areas of Listening, Speaking, Reading, and Writing.	Listening, Speaking, Reading, and Writing opportunities aligned to the ELPs and the campus Language Allocation Plan have not been consistently utilized by campus staff.
3 ★	Reading: In K-5, Reading achievement remained at the 58th percentile from Fall to Spring, according to NWEA MAP Reading.	Professional Development is needed in research-based literacy practices.

★ = Priority

School Processes & Programs

Summary

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

The district/campus continued the use of the TEKS Resource System curriculum for 2025-2026. In addition, all K-5 classrooms utilized High-Quality Instructional Materials (HQIM) for mathematics and reading instruction. Students utilized Study Island learning software and Zearn for academic intervention during the 2025-26 school year.

Benchmarks were determined using NWEA MAP testing in Reading and Mathematics (and Science for 5th grade).

Multiple opportunities for student tutorials were provided throughout the school year. Individual teachers, special area teachers, CIS tutorials, as well as campus-wide efforts to provide extended learning to students through tutorials and open library, were all available in 2025-26.

Targeted instruction will continue for all students during math and reading Tier 2/Falcon Time. Data-driven decisions were used to provide targeted instruction for students.

Along with the campus-wide utilization of Tier Time, a campus-wide master schedule was maintained for special area scheduling purposes - special education pull-out and inclusion, ESL inclusion, etc.

New and returning teachers received professional development and training before students arrived on the first day of school. All staff benefited from required federal/state trainings, district trainings, campus trainings, and grade-level/content-specific training throughout the school year.

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

Strong efforts were made by the campus to recruit new staff members for the 2026-2027 school year. Multiple applicants for each open position were carefully considered.

Each classroom/teacher is provided with technology to enhance instructional strategies and learning. Professional development is provided to teachers on technology equipment yearly and as needed throughout the year.

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

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

LDE will offer full-day PreK sections for three- and four-year-olds, both taught by certified teachers.

The Threat Assessment Team (now called the Safe and Supportive Schools Program team or SSSP team) was created during the 2019-2020 school year as an organized means of assessing the needs of students in need of assistance, with a team available at each campus. The SSSP teams will continue for the 2026-2027 school year.

During the 2025-2026 school year, the following extracurricular clubs were offered to students after school:

Elementary Choir, Nitroball, and GOAL Soccer Club. During the 2026-27 school year, student opportunities and experiences will be expanded through the Discovery Academy model during the school day.

Strengths

- Professional Learning Communities were held weekly and facilitated by grade-level team leads and the campus instructional coach. PLCs were utilized to review student progress and plan for future instruction, intervention, and enrichment.

- The Campus Leadership Team (CLT), which includes administrators, RtI and ESL teachers, the counselor, and the Instructional Coach, also met to ensure campus practices aligned to the campus mission and vision.

- The campus ESL teacher supported literacy growth and development of the Emergent Bilingual population.

- Reading teachers and Title 1 Reading Paraprofessional supported literacy growth and development by providing support to developing readers.

Perceptions

Summary

During the 2025-2026 school year, surveys were sent out to LDE families quarterly to gather feedback about general campus topics, such as operations, academics, teachers and staff, and community and culture. Feedback that was generated was used to improve campus operations and improve the family-school relationship/communication. Survey results show that between 96% and 100% of the LDE respondents were happy or mostly happy with our campus.

Are you happy with your child's experience at LDE at this time?	
September 2025	98% yes/mostly happy
December 2025	96% yes/mostly happy
February 2026	97% yes/mostly happy
April 2026	100% yes/mostly happy

All LDE faculty and staff were provided with the opportunity to complete an Upbeat Survey at the beginning and end of the year to provide insight into their perceptions regarding Staff Engagement. 88% of the faculty completed the survey at the beginning of the year, and 100% of the faculty completed the survey at the end of the year. Data from the Spring indicated gains in Principal/Teacher Trust, School Safety/Order, Appreciation, Work/Life Balance, Resources & Facilities, Self-Efficacy, Care & Commitment, and Future Commitment. Data from the Spring showed opportunities for growth in Evaluation.

The Leader in Me Measurable Results Assessment (MRA) was sent to students in grades 4 and 5 at the end of the year. All LDE families and all LDE staff were also asked to complete the MRA Survey in early May of 2026. We received 155 student surveys, 44 staff surveys, and 29 family surveys. The overall Leader in Me score was 77, with a score of 78 in Leadership, a score of 79 in Culture, and a score of 75 in Academics.

Leader in Me MRA Sub-Categories	2025 MRA Score	2026 MRA Score	Difference
Student Leadership	74	75	+1
Staff Leadership	82	81	-1
Family & Community Engagement	75	78	+3
Supportive Student Environment	76	76	+0
Supportive Staff Environment	84	82	-2
Empowering Teachers	76	76	+0
Empowered Learners	76	76	+0
Goal Achievement	73	74	+1

Strengths

LDE families report positively when surveyed quarterly with surveys, with between 96% and 100% of families reporting that they are happy or mostly happy with LDE.

Data from the Upbeat surveys completed by staff at the end of the year show that Parent/Teacher Communication, Appreciation, Principal/Teacher Trust, and Recruitment/Hiring/Onboarding percentages for engagement are significantly higher than the district engagement percentages. From the Spring 2025 to the Spring 2026 Upbeat survey, Principal/Teacher Trust and Teacher Voice & Leadership saw gains, indicating that teachers feel supported and embrace the leadership roles held on campus.

On the MRA Leader in Me Survey, we maintained or increased scores in the Overall LIM Score and in the categories of Leadership and Academics. The Overall LIM Score remained at 77 this year, holding the increase of three points we saw two years ago. The Leadership category increased from 77 to 78 this year, with a decline in Staff Leadership (-1), a gain in Student Leadership (+1), and a gain in Family & Community Engagement (+3). The Culture category increased to a score of 79 this year, with a slight decline in Supportive Student Environment (-2) and no change in Supportive Staff Environment (+0). In the Academics category, we maintained a score of 75, with Empowered Learners maintaining a score of 76(+0).

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	On STAAR Mathematics, 60% of all students in grades 3-5 scored Approaches or higher.	Students are demonstrating gaps in their mathematics learning that need to be filled. Teachers need access to quality professional development and high-quality instructional materials to support the mathematics TEKS.
2 ★	Reading: In K-5, Reading achievement remained at the 58th percentile from Fall to Spring, according to NWEA MAP Reading.	Professional Development is needed in research-based literacy practices.
3 ★	Students are beginning school with fewer early childhood foundational skills.	LDE has a high number percentage of students that are economically disadvantaged.
4 ★	Recruitment of highly qualified bilingual teachers is a challenge.	Colleges and teacher certification programs have communicated that there are fewer participants in the program, despite a high demand for bilingual teachers.
5 ★	According to TELPAS scores, Emergent Bilingual students are not progressing to mastery in acquiring English language skills in the areas of Listening, Speaking, Reading, and Writing.	Listening, Speaking, Reading, and Writing opportunities aligned to the ELPs and the campus Language Allocation Plan have not been consistently utilized by campus staff.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Local Accountability Systems (LAS) data**
- [x] **Community Based Accountability System (CBAS)**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Observation Survey results**
- [x] **Prekindergarten Self-Assessment Tool**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/ stability**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

- [x] **Foster Care data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

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

- [x] **T-PESS data**
- [x] **Staff mobility/stability**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**
- [x] **Parent and community partnership data**
- [x] **Parent activity evaluations and feedback data**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Study of best practices and high yield strategies**
- [x] **Horizontal and vertical team alignments processes**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

Priorities

Priority 1 Priority 1.1: Student Success

Goal 1 ☑ High Priority

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

Evaluation Data Source: STAAR scores, NWEA MAP, CLI, TPRI

Strategy 1 ☑ Additional Targeted Support Strategy

Professional Learning Communities (PLC) teams will meet to clarify the essential learning and build shared knowledge for each unit to create a guaranteed and viable curriculum for all LDE students.

Strategy's Expected Result/Impact: Increase in teacher capacity and student achievement

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

Problem Statements: Student Learning 1, 3

Formative Reviews

November	January	March	April

Strategy 2 ☑ Additional Targeted Support Strategy

Each grade level PLC team will utilize Common Formative Assessments and Summative Assessments to routinely monitor students' mastery of the TEKS in the areas of reading, math, and science (5th grade).

Strategy's Expected Result/Impact: Increase in student achievement

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

Problem Statements: Student Learning 1, 3

Formative Reviews

November	January	March	April

Strategy 3 ☑ Additional Targeted Support Strategy

LDE teachers will create intervention and extension groups based on Common Formative Assessment data to provide targeted instruction to meet the needs of all students.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Team Leads

Problem Statements: Student Learning 1, 3

Funding Sources: Title I Educational Aide 211 - Title I, Part A,

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	January	March	April

Strategy 4 ☑ Additional Targeted Support Strategy

Using data, timely interventions will be provided to all students, including those who are identified as at-risk and/or required to have accelerated instruction to meet the requirements of HB1416.

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

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

Problem Statements: Student Learning 1, 3

Formative Reviews

November	January	March	April

Strategy 5 ☑ Additional Targeted Support Strategy

LDE will have a Literacy Teacher provide targeted intervention and literacy support for students in grades K-5.

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

Staff Responsible for Monitoring: Principal, Assistant Principal

Problem Statements: Student Learning 3

Funding Sources: Early Literacy Specialist (50%) 199 State Compensatory Education (SCE),

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	January	March	April

Strategy 6 ☑ Additional Targeted Support Strategy

LDE will provide an RtI/MTSS Teacher on the campus to support with progress monitoring and student instructional support and interventions.

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

Staff Responsible for Monitoring: Principal, Assistant Principal

Problem Statements: Student Learning 1, 3

Funding Sources: RtI Specialist (50%) 199 State Compensatory Education (SCE),

Formative Reviews

November	January	March	April

Strategy 7 ☑ Additional Targeted Support Strategy

LDE will provide dyslexia trained general education teachers and MTA-trained special education teachers to support students identified with dyslexia.

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

Staff Responsible for Monitoring: Principal, Assistant Principal

Problem Statements: Student Learning 3

Funding Sources: Dyslexia Specialist (25%) 199 State Compensatory Education (SCE), , Dyslexia Specialist (25%) 199 State Compensatory Education (SCE),

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	January	March	April

Strategy 8

LDE will provide full-day pre-kindergarten for the 2025-2026 school year for three and four-year-olds.

Strategy's Expected Result/Impact: Increased kindergarten readiness

Staff Responsible for Monitoring: Principal, Assistant Principal

Problem Statements: Demographics 1

Funding Sources: PreK Teacher (50%) 199 State Compensatory Education (SCE), , PreK Teacher (50%) 199 State Compensatory Education (SCE), , PreK Paraprofessional (50%) 199 State Compensatory Education (SCE), , PreK Paraprofessional (50%) 199 State Compensatory Education (SCE),

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	January	March	April

Strategy 9

Provide summer programming to meet students' needs for accelerated instruction.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Director of Curriculum, Principal

Problem Statements: Student Learning 1, 3

Funding Sources: Summer School 199 State Compensatory Education (SCE),

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	January	March	April

Goal 1 Problem Statements Identifying Demographics

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

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	On STAAR Mathematics, 60% of all students in grades 3-5 scored Approaches or higher.	Students are demonstrating gaps in their mathematics learning that need to be filled. Teachers need access to quality professional development and high-quality instructional materials to support the mathematics TEKS.
3	Reading: In K-5, Reading achievement remained at the 58th percentile from Fall to Spring, according to NWEA MAP Reading.	Professional Development is needed in research-based literacy practices.

Goal 2 ☑ High Priority

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

Evaluation Data Source: TELPAS 2027 report

Strategy 1 ☑ Additional Targeted Support Strategy

Teaching staff serving Emergent Bilingual students will receive research-based professional development and ongoing coaching support throughout the school year to support bilingual classroom instructional strategies.

Strategy's Expected Result/Impact: Increased English language acquisition

Staff Responsible for Monitoring: Principal, Assistant Principal

Problem Statements: Demographics 2 - Student Learning 1, 2, 3

Formative Reviews

November	January	March	April

Strategy 2 ☑ Additional Targeted Support Strategy

Emergent Bilingual students will utilize Summit K12 for 40 minutes per week.

Strategy's Expected Result/Impact: Increased English Language Acquisition

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

Problem Statements: Student Learning 2

Formative Reviews

November	January	March	April

Strategy 3 ☑ Additional Targeted Support Strategy

LDE will have an ESL Teacher provide targeted language acquisition for students in grades K-5.

Strategy's Expected Result/Impact: Increased student English language acquisition

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

Problem Statements: Student Learning 2

Funding Sources: ESL Specialist (100%) 199 State Compensatory Education (SCE),

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	January	March	April

Goal 2 Problem Statements Identifying Demographics

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

Goal 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	On STAAR Mathematics, 60% of all students in grades 3-5 scored Approaches or higher.	Students are demonstrating gaps in their mathematics learning that need to be filled. Teachers need access to quality professional development and high-quality instructional materials to support the mathematics TEKS.

2	According to TELPAS scores, Emergent Bilingual students are not progressing to mastery in acquiring English language skills in the areas of Listening, Speaking, Reading, and Writing.	Listening, Speaking, Reading, and Writing opportunities aligned to the ELPs and the campus Language Allocation Plan have not been consistently utilized by campus staff.
3	Reading: In K-5, Reading achievement remained at the 58th percentile from Fall to Spring, according to NWEA MAP Reading.	Professional Development is needed in research-based literacy practices.

Goal 3

By May 2027, LDE will increase the student attendance rate to 95.8%.

Evaluation Data Source: Campus Attendance Reports

Strategy 1

Attendance meetings will be held weekly by the campus leadership team to monitor student attendance, track trends and patterns, and to contact families regarding patterns of truancy.

Strategy's Expected Result/Impact: Increase in student attendance; decrease in daily tardies

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, CIS

Formative Reviews

November	January	March	April

Strategy 2

Student attendance and tardies are monitored weekly and incentives are implemented by class and grade level.

Strategy's Expected Result/Impact: Increase in student attendance; decrease in daily tardies.

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

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Strategy 3

Through the bi-monthly newsletters and truancy preventive measures (including parent meetings and phone calls), campus administrators will inform families of the importance and the impact of chronic absenteeism on a student's learning success.

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

Staff Responsible for Monitoring: Principal and Assistant Principal

TEA Priorities: Improve low-performing schools

Formative Reviews

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Goal 4

By May 2027, LDE will increase to 80% in Trusting Relationships and School Belonging as measured by the Leader in Me Measurable Results Assessment (MRA).

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

Strategy 1

LDE will utilize Positive Behavior Interventions & Supports (PBIS) to generate student engagement.

Strategy's Expected Result/Impact: Increase in attendance and engagement resulting in increased student achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

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Strategy 2

Students will hold leadership roles on campus through the development of Student Action Groups.

Strategy's Expected Result/Impact: Increased student voice in decision-making

Staff Responsible for Monitoring: Lighthouse Action Group Leads

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 3

School-wide leadership assemblies will be held throughout the school year and will be student-led. The assemblies will highlight student achievement and student leadership.

Strategy's Expected Result/Impact: Increased student engagement and culture

Staff Responsible for Monitoring: Principal, Assistant Principal, Lighthouse Coordinators

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 4

Measurable Results Assessment (MRA) will be given to 4th and 5th-grade students, all LDE staff, and families to determine the level of student engagement and campus culture in the Spring of 2027.

Strategy's Expected Result/Impact: To provide climate and culture perception data from students

Staff Responsible for Monitoring: Principal, Assistant Principal, Lighthouse Coordinators

Formative Reviews

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Priority 2 Priority 2: Faculty and Staff Engagement

Goal 1

By May 2027, LDE will retain 90% of the teaching staff for the 2027-2028 school year.

Evaluation Data Source: Staffing reports

Strategy 1

LDE staff will complete an Upbeat Survey in the Fall and Spring of the 2026-2027 school year.

Strategy's Expected Result/Impact: Feedback will be used to gauge the organizational health the campus and work towards continuous improvement.

Staff Responsible for Monitoring: Principal

Formative Reviews

November	January	March	April

Strategy 2

The campus leadership team will celebrate staff on a continual basis throughout the year.

Strategy's Expected Result/Impact: Increased staff morale; Increase in Upbeat survey results in the area of appreciation

Staff Responsible for Monitoring: Principal, Assistant Princpal

Formative Reviews

November	January	March	April

Strategy 3

All teachers with less than 2 years of teaching experience will receive mentoring and support from a PREP Mentorship-trained mentor.

Strategy's Expected Result/Impact: Increase in teacher capacity and retention

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

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

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Strategy 4 ☑ Additional Targeted Support Strategy

Teaching staff will receive professional development in Research-Based Instructional Strategies (RBIS), High-Quality Instructional Materials (Bluebonnet Reading and Bluebonnet Math) and other identified needs based on classroom walk-through and observation data.

Strategy's Expected Result/Impact: Increased understanding of new HQIM

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

Problem Statements: Student Learning 1, 3

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

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Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	On STAAR Mathematics, 60% of all students in grades 3-5 scored Approaches or higher.	Students are demonstrating gaps in their mathematics learning that need to be filled. Teachers need access to quality professional development and high-quality instructional materials to support the mathematics TEKS.
3	Reading: In K-5, Reading achievement remained at the 58th percentile from Fall to Spring, according to NWEA MAP Reading.	Professional Development is needed in research-based literacy practices.

Goal 2 ☑ High Priority

From August 2026 to May 2027, the LDE campus administration will conduct weekly classroom

walkthroughs and observations to provide teachers with intentional, specific feedback.

Evaluation Data Source: Walkthrough and observation data

Strategy 1 ☑ Additional Targeted Support Strategy

LDE campus administrators will conduct walkthroughs and feedback cycles weekly.

Strategy's Expected Result/Impact: Data collected on areas where professional development is needed. Feedback given to teachers.

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

November	January	March	April

Strategy 2 ☑ Additional Targeted Support Strategy

LDE campus administrators will conduct observations on all required professional staff within the 2026-2027 school year.

Strategy's Expected Result/Impact: Data collected on areas of professional development where needed. Feedback is given to teachers.

Staff Responsible for Monitoring: Principals, Assistant Principal

Formative Reviews

November	January	March	April

Priority 3 Priority 3: Parent & Family/Community Support

Goal 1

By May 2027, LDE will increase engagement participation in parent/community communication during the 2026-2027 school year by 5%.

Evaluation Data Source: Parent Square, Social media analytics, newsletter analytics

Strategy 1

LDE will share monthly campus newsletters with families.

Strategy's Expected Result/Impact: Increased campus communication to families

Staff Responsible for Monitoring: Principal

Formative Reviews

November	January	March	April

Strategy 2

To begin building relationships with families at the start of the school year, all LDE homeroom teachers will contact all families within the first two weeks of school.

Strategy's Expected Result/Impact: Increased campus communication to families

Staff Responsible for Monitoring: Principal

Formative Reviews

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Strategy 3

LDE will utilize social media at a minimum of 3 times a week to provide up-to-date communication, including campus events, and to showcase student learning.

Strategy's Expected Result/Impact: Increased campus communication to families and community

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

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Strategy 4

LDE will send out quarterly surveys to gather feedback/communication from parents.

Strategy's Expected Result/Impact: Increased communication with families

Staff Responsible for Monitoring: Principal

Formative Reviews

November	January	March	April

Strategy 5

Continue a partnership with Communities in Schools to offer support to students and their families.

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

Staff Responsible for Monitoring: Principal

Formative Reviews

November	January	March	April

Goal 2

By May 2026, LDE will increase the Measurable Results Assessment (MRA) percentage in family and community engagement by 5%.

Evaluation Data Source: MRA and surveys

Strategy 1

LDE will host a family night in the fall and spring semesters, focusing on student learning.

Strategy's Expected Result/Impact: Increased parent engagement

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

November	January	March	April

Strategy 2

Each grade level will host an open house night and a Discovery Academy spotlight for families to attend. Students will share their leadership portfolios with their families during the open house.

Strategy's Expected Result/Impact: Increased parent/community engagement

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

November	January	March	April

Strategy 3

LDE will partner with the PTA during the 2026-2027 school year.

Strategy's Expected Result/Impact: Increased family and community engagement

Staff Responsible for Monitoring: Principal and Assistant Principal

Formative Reviews

November	January	March	April

Strategy 4

LDE will increase the participation of WATCH D.O.G.S. volunteers by creating new advertising methods and designating specific volunteer days throughout the school year.

Strategy's Expected Result/Impact: Increased parent engagement

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

Formative Reviews

November **January** **March** **April**

Strategy 5

LDE will partner with the Lake Cities Fire Department during the month of October for Fire Prevention/Safety Month.

Strategy's Expected Result/Impact: Increased parent/community engagement. Increased fire safety awareness for students

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

November **January** **March** **April**

Strategy 6

LDE will partner with the Rotary Club during the 2026-2027 school year.

Strategy's Expected Result/Impact: Increased community engagement

Staff Responsible for Monitoring: Principal/Assistant Principal

Formative Reviews

November **January** **March** **April**

Strategy 7

LDE will host a Career Day where community partners will be invited to visit the campus to teach students about their careers and the skills and education needed for future success.

Strategy's Expected Result/Impact: Increased community engagement

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

Formative Reviews

November **January** **March** **April**

Priority 4 Priority 4: Efficient Operations

Goal 1

From August 2026 through May 2027, LDE will ensure a financially responsible budget is followed.

Evaluation Data Source: Adopted budget, Expenditure Report

Strategy 1

Develop campus budget and monitor expenditures to ensure alignment with the CIP priorities throughout the school year.

Strategy's Expected Result/Impact: To ensure efficient and effective use of funds

Staff Responsible for Monitoring: Principal

Formative Reviews

November	January	March	April

Goal 2

From August 2026 through May 2027, LDE will implement procedures to ensure safe, secure facilities.

Evaluation Data Source: Audit door logs

Strategy 1

LDE will work with the staff and campus SRO to maintain safety procedures and monthly emergency drill schedules.

Strategy's Expected Result/Impact: Increased campus security

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

November	January	March	April

Strategy 2

LDE will implement daily door checks and campus entry procedures.

Strategy's Expected Result/Impact: Increased campus security

Staff Responsible for Monitoring: Principal, Assistant Principal, SRO

Formative Reviews

November	January	March	April

Strategy 3

LDE will continue to implement and monitor the Say Something anonymous reporting system and the CENTEGIX Safety Platform.

Strategy's Expected Result/Impact: Increased safety and security protocols

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

Formative Reviews

November	January	March	April

Strategy 4

LDE will continue utilizing the Centegix safety platform.

Strategy's Expected Result/Impact: Increased campus safety measures

Staff Responsible for Monitoring: Principal and Assistant Principal

Formative Reviews

November	January	March	April

Priority Tables

Additional Targeted Support Strategies

Priority	Goal	Strategy	Description
1	1	1	Professional Learning Communities (PLC) teams will meet to clarify the essential learning and build shared knowledge for each unit to create a guaranteed and viable curriculum for all LDE students.
1	1	2	Each grade level PLC team will utilize Common Formative Assessments and Summative Assessments to routinely monitor students' mastery of the TEKS in the areas of reading, math, and science (5th grade).
1	1	3	LDE teachers will create intervention and extension groups based on Common Formative Assessment data to provide targeted instruction to meet the needs of all students.
1	1	4	Using data, timely interventions will be provided to all students, including those who are identified as at-risk and/or required to have accelerated instruction to meet the requirements of HB1416.
1	1	5	LDE will have a Literacy Teacher provide targeted intervention and literacy support for students in grades K-5.
1	1	6	LDE will provide an RtI/MTSS Teacher on the campus to support with progress monitoring and student instructional support and interventions.
1	1	7	LDE will provide dyslexia trained general education teachers and MTA-trained special education teachers to support students identified with dyslexia.
1	2	1	Teaching staff serving Emergent Bilingual students will receive research-based professional development and ongoing coaching support throughout the school year to support bilingual classroom instructional strategies.
1	2	2	Emergent Bilingual students will utilize Summit K12 for 40 minutes per week.
1	2	3	LDE will have an ESL Teacher provide targeted language acquisition for students in grades K-5.
2	1	4	Teaching staff will receive professional development in Research-Based Instructional Strategies (RBIS), High-Quality Instructional Materials (Bluebonnet Reading and Bluebonnet Math) and other identified needs based on classroom walk-through and observation data.
2	2	1	LDE campus administrators will conduct walkthroughs and feedback cycles weekly.
2	2	2	LDE campus administrators will conduct observations on all required professional staff within the 2026-2027 school year.

Funding Summary

Funding Summary

199 State Compensatory Education (SCE)

Priority	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	5	Early Literacy Specialist (50%)	--	$0.00
1	1	6	RtI Specialist (50%)	--	$0.00
1	1	7	Dyslexia Specialist (25%)	--	$0.00
1	1	7	Dyslexia Specialist (25%)	--	$0.00
1	1	8	PreK Teacher (50%)	--	$0.00
1	1	8	PreK Teacher (50%)	--	$0.00
1	1	8	PreK Paraprofessional (50%)	--	$0.00
1	1	8	PreK Paraprofessional (50%)	--	$0.00
1	1	9	Summer School	--	$0.00
1	2	3	ESL Specialist (100%)	--	$0.00
				Sub-Total	$0.00

211 - Title I, Part A

Priority	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	3	Title I Educational Aide	--	$0.00
				Sub-Total	$0.00