

Lake Dallas Independent School District



2026-2027 District Improvement Plan

Mission Statement

In Lake Dallas ISD, We inspire, educate and empower our students.

Vision

Small School Atmosphere, Big School Opportunities

Value Statement

In Lake Dallas ISD We Believe...

- 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 life long 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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	7
District Processes & Programs	10
Priority Problem Statements	12
Data Documentation for CNA	14
Improvement Planning Data	15
Accountability Data	15
Student Data: Assessments	15
Student Data: Student Groups	16
Student Data: Behavior and Other Indicators	16
Employee Data	16
Parent/Community Data	16
Priorities	17
Priority 1 : Priority 1: Student Success	18
Priority 2 : Priority 2: Faculty and Staff Engagement	22
Priority 3 : Priority 3: Parent, Family, and Community Support.	26
Priority 4 : Priority 4.1: Efficient Operations	29
Assurances	36



Comprehensive Needs Assessment

Demographics

Summary

Lake Dallas ISD is adjacent to Lewisville Lake in North Texas. The school district covers 9.8 square miles in Denton County with the beauty of the lake as a backdrop. Lake Dallas, Shady Shores, Corinth and Hickory Creek are the four towns within the boundaries of Lake Dallas ISD. With a focus on family and community, Lake Dallas ISD is excited about the growth and achievement of the three elementary schools, one middle school and one high school.

Located approximately 30 miles from downtown Dallas on the growing 1-35 corridor, the District has recorded increased population over the past several decades. The character of the District has changed from a part-time recreational and retirement community to a year-round residential area.

Lake Dallas ISD is in close proximity to the Dallas/Ft. Worth metroplex and DFW International Airport. The Dallas-Ft. Worth area is an important center of trade, finance and other major services. The quality of life and diversified economic base make this area one of the choice home, industrial, and manufacturing places to locate.

The District offers programs and educational opportunities that are suited to the needs of a broad spectrum of students. Lake Dallas ISD schools, programs, staff and students earn state and regional recognition regularly. A challenging curriculum, dedicated staff, and supportive community ensure exceptional educational opportunities for all students. Lake Dallas schools continually strive for educational excellence in all areas.

The district is dedicated to giving every student the best possible education through an intensive core curriculum based on guidelines of the Texas Education Agency and an array of specialized, challenging instructional and career programs. Lake Dallas ISD is committed to being one of the nation's best school systems, constantly improving and refining both instructional programs and managerial operations in the interest of effectiveness, productivity, and economy. Our standards for students and staff members are high, and will continue to be so to play a decisive role in ensuring the future success of the dynamic community we serve.

Lake Dallas serves approximately 3900 students. Our student population is 43% White, 36.95% Hispanic, 9.87% African American, 6.22% Two or More Races, 3.25% Asian, 0.48% American Indian- Alaskan Native, and 0.10% Native Hawaiian-Pacific Islander. 39% of our students are Economically Disadvantaged and 42% are At Risk. 11.55% of the student population is Dyslexic and Gifted and Talented makes up 6%. Section 504 is 13%, Special Education is 17%, and 14% are Emergent Bilingual.

The district has 590 employees with 300 of those being teachers.

Strengths

Lake Dallas has always been a welcoming place to visitors and people of different backgrounds. This has helped us evolve as our demographics have shifted. The following have been designed to continue this tradition. The size of our district creates an environment where teachers have easy access to campus and central administration to address needs. Our size also allows us to be mobile to adapt as needs change. Connecting our summer breakfast and lunch program to our elementary summer school improves participation. We have several initiatives to foster parent and community relationships.

Student Learning

Summary

2025-2026 STAAR/EOC/CCMR

District Score 83

Total enrollment of 2,815
For more details on schools and weights see [Student Achievement Domain - Summary](#)

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)	Continuously Enrolled
All														
Percent of Tests ¹														
% at Approaches GL Standard or Above	76%	68%	70%	82%	82%	91%	40%	72%	64%	62%	65%	44%	75%	79%
% at Meets GL Standard or Above	52%	40%	45%	60%	50%	70%	10%	48%	37%	32%	39%	21%	49%	55%
% at Masters GL Standard	21%	13%	15%	27%	14%	29%	0%	16%	11%	8%	13%	4%	18%	22%
Number of Tests														
# at Approaches GL Standard or Above	4,052	360	1,356	1,915	18	167	4	232	1,834	534	1,438	444	183	3,045
# at Meets GL Standard or Above	2,768	213	868	1,393	11	129	1	153	1,072	270	865	210	119	2,130
# at Masters GL Standard	1,098	69	298	622	3	53	0	53	326	70	278	43	44	870
Total Tests	5,345	531	1,946	2,331	22	183	10	322	2,876	855	2,204	1,007	243	3,875
Reading														
Percent of Tests ¹														
% at Approaches GL Standard or Above	78%	72%	71%	85%	78%	91%	75%	76%	66%	60%	67%	46%	81%	81%
% at Meets GL Standard or Above	57%	46%	50%	65%	22%	70%	25%	55%	41%	34%	42%	22%	56%	60%
% at Masters GL Standard	21%	14%	14%	27%	11%	27%	0%	21%	11%	9%	13%	3%	16%	22%
Number of Tests														
# at Approaches GL Standard or Above	1,718	160	572	807	7	67	3	102	784	213	609	198	80	1,296
# at Meets GL Standard or Above	1,250	103	399	619	2	52	1	74	485	122	386	92	55	964
# at Masters GL Standard	452	31	115	257	1	20	0	28	135	32	117	14	16	354
Total Tests	2,200	222	804	952	9	74	4	135	1,195	356	909	427	99	1,604
Mathematics														
Percent of Tests ¹														
% at Approaches GL Standard or Above	69%	56%	63%	77%	80%	88%	25%	61%	56%	59%	57%	37%	72%	73%
% at Meets GL Standard or Above	40%	27%	32%	48%	60%	62%	0%	32%	27%	24%	28%	17%	44%	43%
% at Masters GL Standard	15%	9%	11%	20%	20%	27%	0%	10%	9%	7%	9%	5%	21%	18%
Number of Tests														
# at Approaches GL Standard or Above	1,234	101	419	589	4	53	1	67	565	175	438	146	62	938
# at Meets GL Standard or Above	707	49	212	371	3	37	0	35	273	71	213	66	38	554
# at Masters GL Standard	271	17	70	156	1	16	0	11	89	20	72	19	18	227
Total Tests	1,789	179	665	767	5	60	4	109	1,011	297	763	391	86	1,291
Science														
Percent of Tests ¹														
% at Approaches GL Standard or Above	81%	74%	74%	86%	100%	100%	0%	79%	71%	73%	72%	53%	71%	82%
% at Meets GL Standard or Above	59%	45%	52%	67%	67%	77%	0%	51%	45%	39%	48%	26%	44%	61%
% at Masters GL Standard	24%	16%	20%	30%	0%	27%	0%	16%	13%	9%	14%	4%	12%	26%
Number of Tests														
# at Approaches GL Standard or Above	646	59	209	315	3	26	0	34	292	87	232	70	24	470
# at Meets GL Standard or Above	469	36	145	244	2	20	0	22	184	47	156	34	15	346
# at Masters GL Standard	192	13	57	108	0	7	0	7	52	11	44	5	4	149
Total Tests	800	80	281	366	3	26	1	43	411	120	323	133	34	570
Social Studies														
Percent of Tests ¹														
% at Approaches GL Standard or Above	82%	80%	80%	83%	80%	91%	0%	83%	75%	72%	76%	54%	71%	83%
% at Meets GL Standard or Above	62%	50%	57%	65%	80%	87%	0%	63%	50%	37%	53%	32%	46%	65%
% at Masters GL Standard	33%	16%	29%	41%	20%	43%	0%	20%	19%	9%	22%	9%	25%	34%
Number of Tests														
# at Approaches GL Standard or Above	454	40	156	204	4	21	0	29	193	59	159	30	17	341
# at Meets GL Standard or Above	342	25	112	159	4	20	0	22	130	30	110	18	11	266
# at Masters GL Standard	183	8	56	101	1	10	0	7	50	7	45	5	6	140
Total Tests	556	50	196	246	5	23	1	35	259	82	209	56	24	410

College, Career and Military Readiness (TEA) for 2024-2025 ¹

	Count/Credit	Percent
Total		
Total Graduates	333	99%
Total Credit for CCMR Criteria	307	92.2%
Texas Success Initiative (TSI) Criteria		
Met TSI in both ELA/Reading and Math	250	74%
ELA/Reading		

Met TSI criteria for at least one indicator	273	81%
Met TSI assessment criteria	83	25%
Met TSI ACT criteria	16	5%
Met TSI SAT criteria	109	32%
Earned credit for a college prep course	180	54%
Math		
Met TSI criteria for at least on indicator	254	76%
Met TSI assessment criteria	39	12%
Met TSI ACT criteria	13	4%
Met TSI SAT criteria	62	18%
Earned credit for a college prep course	195	58%
AP/IB Examination		
Met criterion score on AP/IB exam in any subject	46	14%
Dual Course Credit		
Earned credit for at least 3 hours in ELA or Math or 9 hours in any subject	55	16%
Industry Based Credit		
Earned and industry-based certification from approved list	77	23%
Level I or Level II Cert		
Earn a Level I or Level II certificate (from THECB)	4	1%
Associate's Degree		
Earned and associates degree while in high school	0	0%
OnRamps		
Complete an OnRamps course and earn three hours of college credit	0	0%
Military Indicator		
Enlist in the Armed Forces or Texas National Guard	14	4%
Graduated with Completed IEP and Workforce Readiness		
Received graduation type code of 04,05,54, or 55	12	4%
Advanced Grad Plan & Sped		
Graduate under an advanced degree plan and be identified as a current special education student	20	6%

76% of our students achieved Approaches Grade Level or higher. 70% of our emergent bilingual students showed progress on the TELPAS assessment.

92% of our high school students are enrolled in CTE courses. The College, Career, Military Readiness indicator score for the district was 92% (lagging indicator from 2024-2025).

Strengths

81% of students achieved Approaches Grade Level or higher on science STAAR. Eighth grade science showed an increase of 17% in meets performance level and 12% increase in masters performance level. Fifth grade science showed an increase of 13% increase in meets performance level and 10% in masters performance level. Fifth grade reading increased from 78% to 83% of students scoring approaches or higher, and fifth grade math increased from 68% to 74%. Algebra I students achieved 90% approaches, 61% meets, and 29% masters performance levels on the EOC, up from 84% approaches, 34% meets, 14% masters the previous year.

Our graduation rate remains high at 99.7%

Problem Statements Identifying Student Learning Needs

Problem Statement		Root Cause
1 ★	10% of our emergent bilingual students scored Advanced High on TELPAS.	Our emergent bilingual population has continued to increase over the last few years. Continued training and coaching in Language Acquisition is needed. Recruiting certified bilingual and ESL teachers is a challenge.
	2 ★	Math scores have not indicated expected growth at the elementary, middle and high school grade levels, and have decreased in some areas.
		Students are demonstrating gaps in their learning that need to be filled. Teacher retention, curriculum variances between campuses and classrooms, and training have contributed to the problem.

★ = Priority

District Processes & Programs

Summary

Lake Dallas ISD has an organizational structure centered around the Board of Trustees and the Superintendent. Lake Dallas ISD has developed and trained appropriate personnel in the areas of instruction, identifying and serving special populations, as well as instructional leadership to guide and support. Digital learning tools enhance learning opportunities for all students and are specific to content, skill and need. Extra-curricular activities are offered through fine arts, athletics/PE, languages other English, CTE, and subject-related electives.

Strengths

Rtl Process for addressing student needs and identifying candidates for 504, special education or dyslexia services

Identification and services of GT students

Identification and services of LEP students

Use of periodic benchmarks to identify student progress and improve instruction in all core subjects at the secondary level and math, ELA and science at the elementary schools.

PLCs and coaching/feedback cycles facilitated by the principal and instructional coaches to improve instruction at all campuses

District Leadership Team meetings monthly to train and calibrate on district initiatives and best practices



Priority Problem Statements

Problem Statement

Root Cause

1
★

10% of our emergent bilingual students scored Advanced High on TELPAS.

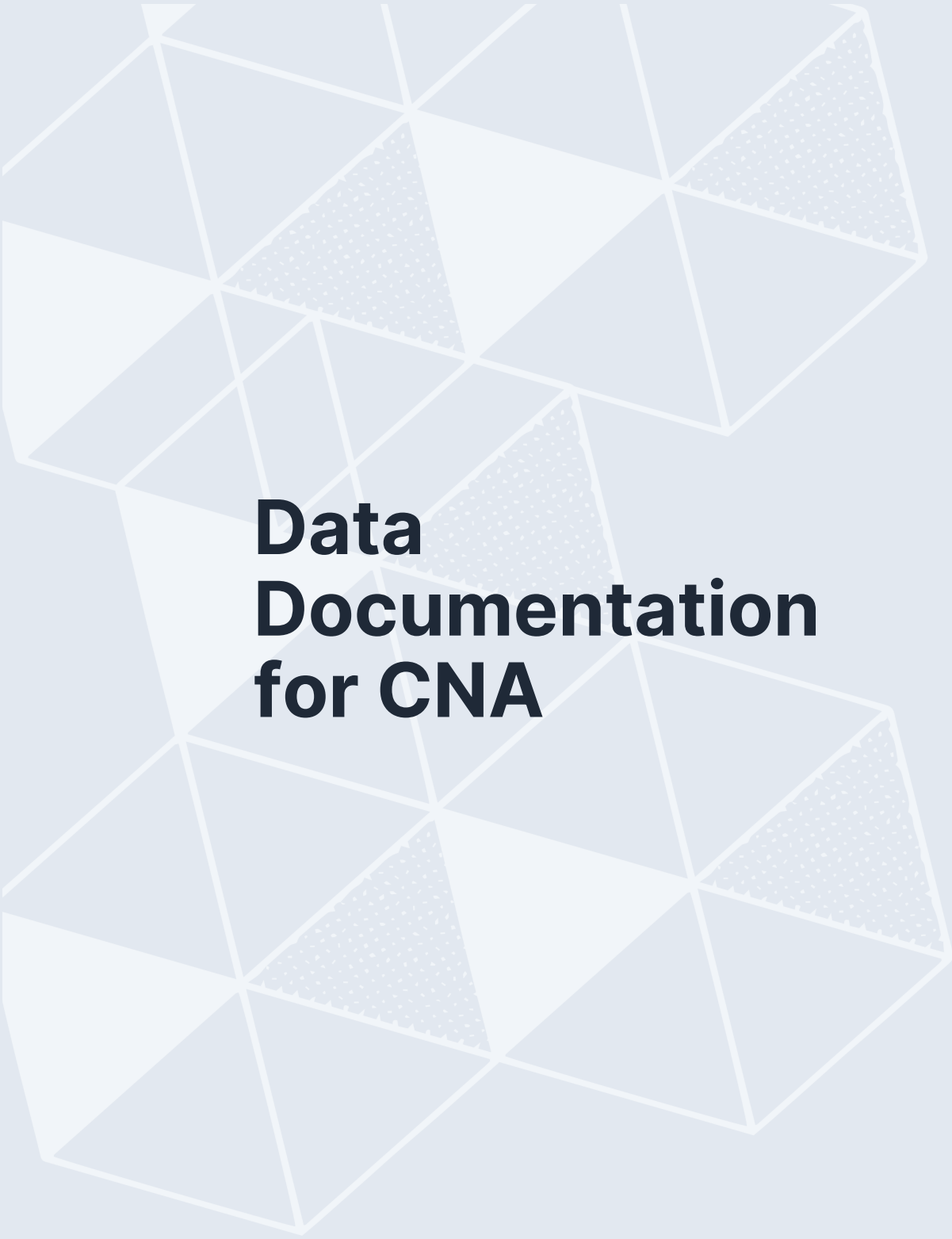
Our emergent bilingual population has continued to increase over the last few years. Continued training and coaching in Language Acquisition is needed. Recruiting certified bilingual and ESL teachers is a challenge.

2
★

Math scores have not indicated expected growth at the elementary, middle and high school grade levels, and have decreased in some areas.

Students are demonstrating gaps in their learning that need to be filled. Teacher retention, curriculum variances between campuses and classrooms, and training have contributed to the problem.

★ = 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
- ☒ HB3 Reading and math goals for PreK-3
- ☒ HB3 CCMR goals
- ☒ Campus/District improvement plans (current and prior years)
- ☒ 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
- ☒ Federal Report Card and accountability data

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 released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

- ☒ Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- ☒ Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- ☒ SAT and/or ACT assessment data
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

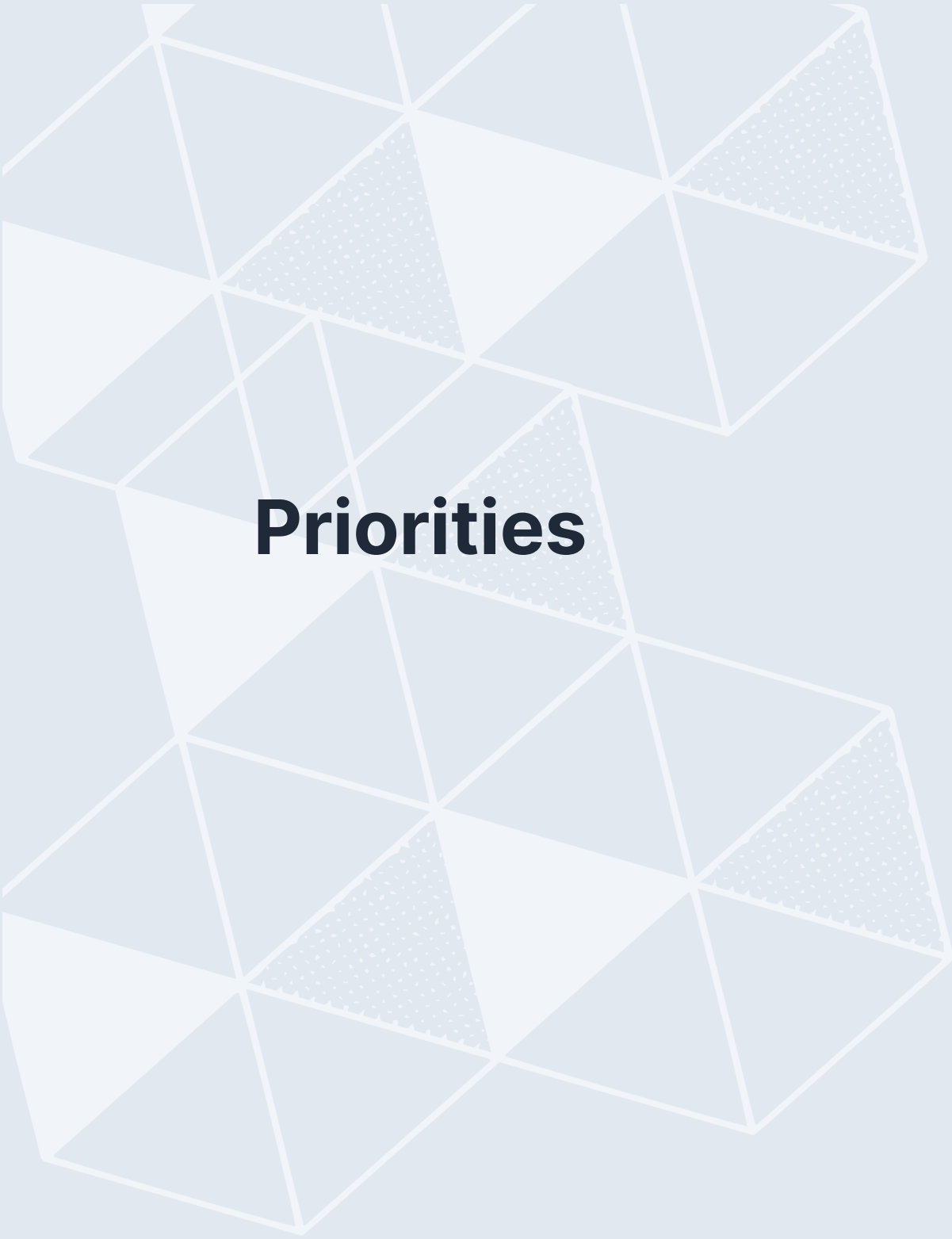
- ☒ Completion rates and/or graduation rates data
- ☒ Attendance data
- ☒ Discipline records

Employee Data

- ☒ Staff surveys and/or other feedback
- ☒ Professional development needs assessment data

Parent/Community Data

- ☒ Parent surveys and/or other feedback



Priorities

Priority 1

Priority 1: Student Success

Goal 1

By May 2027, Lake Dallas ISD students will increase achievement in Math and Reading by 5%.

Evaluation Data Source: STAAR score, MAP, CLI, TPRI, SAT, AP, IBC

Strategy 1

Progress monitor student academic achievement through aligned assessments and data meetings throughout the year.

Strategy's Expected Result/Impact: Teachers will use the data from assessments to intervene in a timely manner to student needs. The result will be increased student achievement and growth.

Staff Responsible for Monitoring: Curriculum & Instruction Team and Campus Administration

Formative Reviews

November	January	March	April
----------	---------	-------	-------

Strategy 2

Provide effective and timely interventions based on data.

Strategy's Expected Result/Impact: Teachers will use the data from assessments to intervene in a timely manner to student needs, resulting in increased student achievement and growth. ADSY will support extended learning and intervention opportunities.

Staff Responsible for Monitoring: RTI teachers and Campus Administration

Formative Reviews

November	January	March	April
----------	---------	-------	-------

Strategy 3

LDISD classroom expectations are clearly defined.

Strategy's Expected Result/Impact: Classroom instruction will center around the LDISD Classroom Expectations which are research based best practices. The result will be increased student achievement and growth.

Staff Responsible for Monitoring: Campus Administration

Formative Reviews

November	January	March	April
----------	---------	-------	-------

Strategy 4

Implement high quality and aligned curriculum and materials.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction and Principals

Formative Reviews

November	January	March	April
----------	---------	-------	-------

Strategy 5

Professional Learning Community (PLC) on each campus will collaborate to plan lessons and instructional practices, analyze data and monitor progress.

Strategy's Expected Result/Impact: An indepth understanding of the curriculum which will lead to consistency among classrooms and increased student achievement.

Staff Responsible for Monitoring: Principals, Deputy Superintendent and Executive Director of Curriculum and Instruction

Formative Reviews

November	January	March	April
----------	---------	-------	-------

Goal 2

By May 2026, the percentage of Emergent Bilingual students who advance in all proficiency levels of Reading, Speaking, Listening and Writing as measured by 2027 TELPAS, will increase by 5%

Evaluation Data Source: TELPAS, Formative Assessment

Strategy 1

EB students will utilize a specialized learning program twice weekly to build their English language proficiency.

Strategy's Expected Result/Impact: EB students will improve their proficiency in English.

Staff Responsible for Monitoring: Exec Director of Curriculum, Principals and Bil/ESL Teachers

Formative Reviews

November

January

March

April

Strategy 2

Professional development for language aquisition strategies will be provided with coaching for implementation and progress monitoring.

Strategy's Expected Result/Impact: Increased instructional knowledge of Bil/ESL strategies and increased student achievement.

Staff Responsible for Monitoring: C & I team, Principals and Bil/ESL Teachers

Formative Reviews

November

January

March

April

Goal 3

By May 2027, LDISD will increase the student attendance rate to 95%.

Evaluation Data Source: Student attendance rate.

Strategy 1

Student attendance will be monitored at least every 9 weeks and incentives will be implemented if needed.

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

Staff Responsible for Monitoring: Central administration and campus principals

Formative Reviews

Priority 2

Priority 2: Faculty and Staff Engagement

Goal 1

LDISD will actively recruit qualified and passionate individuals to serve students in the District to fill 2026-2027 vacancies.

Evaluation Data Source: Number of unfilled positions

Strategy 1

Strengthen relationships with Teach North Texas, University Educator programs and alternative certification programs.

Strategy's Expected Result/Impact: Increased recruitment

Staff Responsible for Monitoring: Chief of Staff

Formative Reviews

November

January

March

April

Strategy 2

Provide cohort meeting space for UNT student teachers and professors to introduce campus facilities to potential employees

Strategy's Expected Result/Impact: Recruit new to the profession teachers

Staff Responsible for Monitoring: Chief of Staff and Principals

Formative Reviews

November

January

March

April

Strategy 3

Encourage participation in education and training classes (RST) at LDHS

Strategy's Expected Result/Impact: Increase number of "homegrown" teachers

Staff Responsible for Monitoring: Campus Administration

Formative Reviews

NovemberJanuaryMarchApril

Goal 2

LDISD will increase the percent of staff retained for the 2026-2027 school year by 10%.

Strategy 1

Provide mentorship, ongoing training, and support to all new teachers.

Strategy's Expected Result/Impact: Increased retention of highly qualified staff.

Staff Responsible for Monitoring: Chief of Staff and Exec Director of Curriculum & Instruction

Formative Reviews

NovemberJanuaryMarchApril

Strategy 2

Implement a district plan for professional development for all staff, based on district and campus goals.

Staff Responsible for Monitoring: Curriculum and Instruction Team

Formative Reviews

NovemberJanuaryMarchApril

Goal 3

LDISD faculty and staff will have the opportunity to offer feedback and contribute to the continuous improvement process through surveys, committees, PLCs and professional development from August 2026-May 2027.

Evaluation Data Source: T-TESS and T-PESS Goals
PLC and Staff Meeting Agendas
Professional Development Calendars

Strategy 1

During the Fall and Spring of 2026-2027, campus staff will complete an Upbeat Survey in the Fall and Spring .

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

Staff Responsible for Monitoring: Chief of Operations, Campus Principals, Chief of Staff

Formative Reviews

November

January

March

April

Strategy 2

Communicate and encourage participation on district and campus committees.

Strategy's Expected Result/Impact: Increase participation and engagement in the district.

Staff Responsible for Monitoring: District and Campus leadership

Formative Reviews

November

January

March

April

Goal 4

LDISD will hold celebrations monthly to recognize teachers and staff from August 2026-May 2027.

Strategy 1

Teacher and Employee of the Month and of the Year will be celebrated with staff and the community.

Strategy's Expected Result/Impact: Increased positive culture and retention.

Staff Responsible for Monitoring: Central Administration and Principals

Formative Reviews

November

January

March

April

Strategy 2

Dr. Brown will celebrate staff member recognitions and birthdays.

Strategy's Expected Result/Impact: Increase morale

Staff Responsible for Monitoring: Superintendent's office and Communications

Formative Reviews

November

January

March

April

Goal 5

For the 2026-27 school year, LDISD will implement an aligned, cohesive district plan for professional development for all staff.

Evaluation Data Source: PLC agendas, training schedules

Strategy 1

Mentors will be assigned to all new LDISD teachers for the 2026-2027 school year.

Strategy's Expected Result/Impact: Professional growth and retention

Staff Responsible for Monitoring: Campus Principal, Chief of Staff and Exec Director of Curriculum and Instruction

Formative Reviews

November

January

March

April

Priority 3

Priority 3: Parent, Family, and Community Support.

Goal 1

LDISD will engage in timely, relevant communication with parents and the community during the 2026-2027 school year.

Evaluation Data Source: Campus Newsletters
ParentSquare Usage
District Email via Communications Department
Social Media Posts

Strategy 1

Provide district communication in emergency situations.

Strategy's Expected Result/Impact: Ensure reliable and transparent information is communicated to parents in a timely manner.

Staff Responsible for Monitoring: Communications

Formative Reviews

November

January

March

April

Strategy 2

Communicate through newsletters, social media and district communication platform.

Strategy's Expected Result/Impact: To build trust, relationships, and engagement with internal and external stakeholders, the communications team will provide district news and events through social media and a variety of communication tools.

Staff Responsible for Monitoring: Communications

Formative Reviews

November

January

March

April

Strategy 3

Request monthly feedback from parents through dialogue and/or survey .

Strategy's Expected Result/Impact: Inform stakeholders, build relationships, and continuously improve,

Formative Reviews

NovemberJanuaryMarchApril

Goal 2

LDISD will increase engagement and learning opportunities for parents and community through campus and district events.

Evaluation Data Source: List of Campus Events for Parents/Community
Falcon Showcase
Falcon Insider
Grand Falcons

Strategy 1

TCHATT counseling series will be provided online throughout the year to support and engage parents in topics related to students.

Staff Responsible for Monitoring: Counseling department and Communications

Formative Reviews

NovemberJanuaryMarchApril

Strategy 2

Social media content and frequency intentionally focused on PTA, Parent/Booster Organizations, Community Organizations, etc

Strategy's Expected Result/Impact: The district will help share the news, accolades, and events of our students and groups through a variety of channels like social media and the district website.

Formative Reviews

NovemberJanuaryMarchApril

Strategy 3

Continue strong partnership between the District and the Lake Cities Education Foundation

(LCEF)

Strategy's Expected Result/Impact: To showcase the different initiatives the Lake Cities Education Foundation provides for our district through photography and videography.

Staff Responsible for Monitoring: LCEF Exec Dir and Communications

Formative Reviews

November

January

March

April

Strategy 4

The LDISD will hold a community breakfast where stakeholders and community leaders can learn more about the District and how we are contributing to the community.

Strategy's Expected Result/Impact: Educating our students takes a village. Building relationships and partnering with community members is crucial for the success of our learners.

Staff Responsible for Monitoring: COO and Communications Director

Formative Reviews

November

January

March

April

Strategy 5

Partner with community organizations to support students.

Strategy's Expected Result/Impact: Continue to partner with community organizations/resources to help students overcome the barriers that keep them from succeeding in school.

Staff Responsible for Monitoring: Deputy Superintendent, counselors and campus principals

Formative Reviews

November

January

March

April

Priority 4

Priority 4.1: Efficient Operations

Goal 1

LDISD will ensure a coherent 2026-2027 budget development process.

Evaluation Data Source: Financial data and reports, Adopted Budget,

Strategy 1

Develop timeline for annual budget process

Strategy's Expected Result/Impact: Ensure adequate time for budget preparation and adoption

Staff Responsible for Monitoring: Chief Financial Officer

Formative Reviews

November	January	March	April
----------	---------	-------	-------

Strategy 2

Determine revenue projections based on anticipated student enrollment

Strategy's Expected Result/Impact: Revenue projections reflect expected enrollment and attendance rate

Staff Responsible for Monitoring: Chief Financial Officer

Formative Reviews

November	January	March	April
----------	---------	-------	-------

Strategy 3

Provide budget allocations to campuses/departments.

Strategy's Expected Result/Impact: Budget allocations based on projected enrollment and student populations

Staff Responsible for Monitoring: Chief Financial Officer

Formative Reviews

November

January

March

April

Goal 2

LDISD will respond within 48 hours for all maintenance, facility, and custodial requests .

Evaluation Data Source: Maintenance and Facilities software systems/Master Facilities Improvement Plan

Strategy 1

Establish and monitor response times.

Strategy's Expected Result/Impact: Provides a baseline and supports improvement goals.

Staff Responsible for Monitoring: Director of Facilities and Operations & Chief Operations Officer

Formative Reviews

November

January

March

April

Strategy 2

Train staff annually on appropriate request procedures

Strategy's Expected Result/Impact: Ensure all staff understand the basic functions and reasoning behind our Work Order Management System

Staff Responsible for Monitoring: Director of Facilities and Operations

Formative Reviews

November

January

March

April

Strategy 3

Utilize a work order management system.

Strategy's Expected Result/Impact: This allows the Facilities Department to analyze data more effectively and improve the decision making processes for efficient operations

Staff Responsible for Monitoring: Director of Facilities and Operations & Chief Operations Officer

Formative Reviews

November

January

March

April

Strategy 4

Maximize the use of the designated work order system and inventory programming

Strategy's Expected Result/Impact: Reduction of work order requests and minimize downtime on equipment

Staff Responsible for Monitoring: Director of Facilities and Operations

Formative Reviews

November

January

March

April

Goal 3

During 2026-2027, LDISD will provide to the board an Annual Comprehensive Financial Report.

Strategy 1

Present Annual Audit and results to the Board of Trustees for approval

Strategy's Expected Result/Impact: To ensure financial statements fairly present the financial position of the District

Staff Responsible for Monitoring: Chief Financial Officer

Formative Reviews

November

January

March

April

Goal 4

LDISD will maintain safe and secure environments of all LDISD facilities during the 2026-2027 school year.

Evaluation Data Source: Camera List

Safety Drill Records

Door Audit Logs

Sign Ins for Staff Security Training

Strategy 1

Evaluate the effectiveness of security, surveillance equipment and signage on school district properties

Strategy's Expected Result/Impact: Increased campus security

Staff Responsible for Monitoring: LDISD Chief of Police and Director of Technology

Formative Reviews

November

January

March

April

Strategy 2

Weekly exterior door audits and logs

Strategy's Expected Result/Impact: Increased campus security

Staff Responsible for Monitoring: LDISD Chief of Police and Campus Principals

Formative Reviews

November

January

March

April

Strategy 3

Consistently evaluate and repair all exterior lighting

Strategy's Expected Result/Impact: Increased campus security

Staff Responsible for Monitoring: Director of Facilities and Operations & Chief Operations Officer

Formative Reviews

November

January

March

April

Goal 5

LDISD will train and implement security practices with all faculty and staff during the 2026-2027 school year.

Strategy 1

Safety and Security Committee will meet in Fall, Spring, and Summer each calendar year.

Strategy's Expected Result/Impact: Increased campus security.

Staff Responsible for Monitoring: LDISD Chief of Police

Formative Reviews

November

January

March

April

Strategy 2

Annual training with campus staff on location and use of AED (Automated External Defibrillator) machines and Stop the Bleed Kits on campus

Strategy's Expected Result/Impact: Safe and healthy environment with trained personnel available in an emergency.

Staff Responsible for Monitoring: Health Services Coordinator

Formative Reviews

November

January

March

April

Strategy 3

Annual training with district and campus staff on Emergency Response Protocols

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

Staff Responsible for Monitoring: LDISD Chief of Police

Formative Reviews

November

January

March

April

Strategy 4

Assure at each campus and at the district level there is an established and trained Behavioral Threat Assessment Team

Strategy's Expected Result/Impact: Increased ability to assess and respond to threats

Staff Responsible for Monitoring: LDISD Chief of Police, Principals and Counselors

Formative Reviews

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

Strategy 5

Train staff each year in Signs of Suicide and proper response protocols when evidence of mental health concerns are apparent

Strategy's Expected Result/Impact: Ability to properly assess students and provide appropriate support for mental health needs.

Staff Responsible for Monitoring: Counselors

Formative Reviews

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

Strategy 6

Consistently evaluate and update the effectiveness of internet safety training and internet search/network filters established

Strategy's Expected Result/Impact: Safe access for students using technology

Staff Responsible for Monitoring: Director of Technology

Formative Reviews

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

Strategy 7

Student Health Advisory Committee will meet periodically throughout the school year

Strategy's Expected Result/Impact: Present recommendations on school health program to the superintendent and school board.

Staff Responsible for Monitoring: Health Services Coordinator & Chief Operations Officer

Formative Reviews

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

Strategy 8

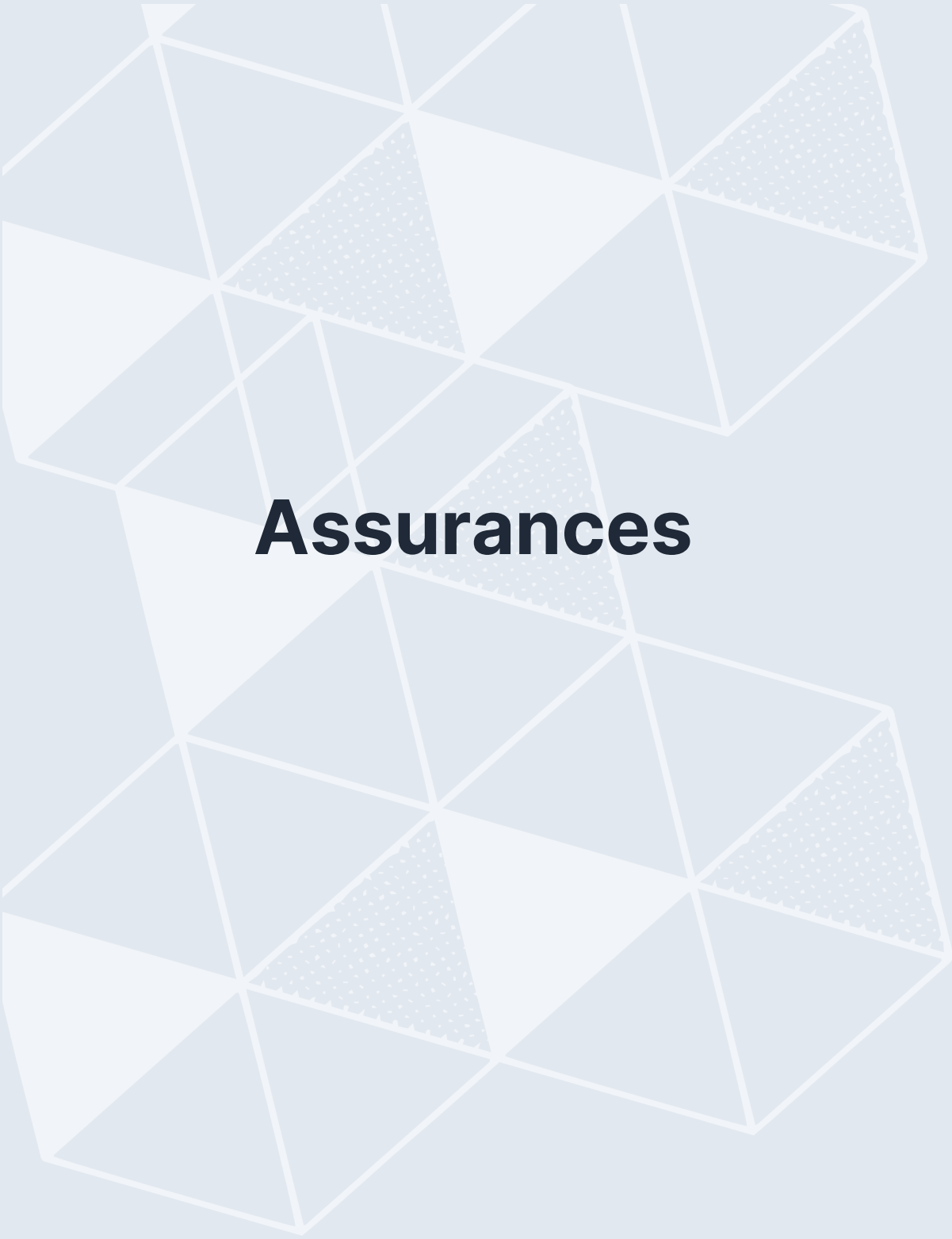
Establish and maintain an anonymous reporting system to address safety concerns as well as a safety response team at each campus

Strategy's Expected Result/Impact: Open line of communication to ensure a safe and secure school environment.

Staff Responsible for Monitoring: Director of Technology and Campus Principals

Formative Reviews

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



Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance