

Lake Dallas Independent School District



Lake Dallas High School

2026-2027 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Summary

Campus enrollment has remained fairly consistent over the last few years with about 1200 students. Since 2014-2015, the Economically Disadvantaged student population has hovered around 40%. For the 2025-2026 school year, the Economically Disadvantaged student population was 35%.

Our student demographics have remained consistent over the last ten years with slight growth in our Hispanic population. The elementary campuses and middle school in the LDHS feeder system continue to see growth in their Hispanic and Economically Disadvantaged populations, so the high school is expecting to experience significant growth in both of those demographics over the next few years.

Our population of Emergent Bilingual Learners has increased over the last few years: In 2024-2025 our campus was 11.69%.

Lake Dallas High School added a CIS position in 2017-2018, which has helped provide transition assistance to our students as they move from middle school to high school.

For the 2025-2026 school year, the At-Risk student population was 34%.

Strengths

LDHS is a supportive community. There are many students who have been in our district since elementary. Our administration staff has worked diligently to educate and train our staff in their role in our students' success.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
<div data-bbox="152 275 194 359">1</div> <div data-bbox="267 268 792 327">Our EB populations score significantly lower on English I and English II EOCs.</div>	<div data-bbox="878 268 1468 390">Increasing numbers of this sub-populations, combined with overlapping categories of challenge (mobility rates, ELLs, etc.) create barriers to learning.</div>

 = Priority

Student Learning

Summary

Lake Dallas High School's 2025-26 Student Achievement Domain score is 93 out of 100, earning an "A" rating, with strong performance across all three measured components: STAAR Performance (scaled score 89, 40% weight), College, Career and Military Readiness (scaled score 93, 40% weight), and Graduation Rate (scaled score 100, 20% weight). On the 2025-2026 STAAR assessment, All Students performance stands at 88% Approaches Grade Level or Above, 67% Meets Grade Level or Above, and 22% Masters Grade Level, with subject-level performance strongest in Social Studies (97% Approaches, 80% Meets, 45% Masters) and Science (96% Approaches, 75% Meets, 31% Masters), and comparatively lower performance in Mathematics (87% Approaches, 48% Meets, 17% Masters) and Reading (81% Approaches, 65% Meets, 11% Masters). Graduation outcomes remain a consistent strength, with the Class of 2025 four-year graduation rate at 98.5%, the Class of 2024 five-year rate at 100.0%, and the Class of 2023 six-year rate at 99.4%, alongside an annual dropout rate of just 0.3% for 2024-2025. College, Career, and Military Readiness data for 2024-2025 shows 92.2% of graduates (307 of 333) met CCMR criteria, with 74% meeting TSI criteria in both ELA/Reading and Math, 16% earning dual course credit, 23% earning an industry-based certification, and 14% meeting a criterion score on an AP/IB exam.

Strengths

The campus's overall "A" Student Achievement rating of 93 reflects balanced strength across all three accountability components rather than reliance on a single measure, positioning LDHS well for sustained high performance going into 2025-26. Graduation outcomes represent a particular area of strength, with four-, five-, and six-year rates all at or above 98.5% across the most recent three cohorts and an annual dropout rate under half a percent, indicating the campus is effectively retaining and graduating students once they reach the upper grades. CCMR performance is similarly strong, with over 92% of the Class of 2025 meeting a CCMR indicator, driven largely by high TSI attainment (74% meeting criteria in both ELA/Reading and Math) and meaningful participation in industry-based certification (23%) and dual credit (16%) pathways, both of which reflect the strength of the campus's CTE and dual credit infrastructure. STAAR performance shows clear strength in Science and Social Studies, where Masters-level performance (31% and 45% respectively) substantially exceeds Mathematics (17%) and Reading (11%), suggesting instructional practices in those content areas may offer transferable strategies for improvement planning in ELA and Math. Additionally, subgroup data shows Special Education and Economically Disadvantaged students achieving 100% four-year graduation and CCMR-adjacent participation rates in several categories comparable to or approaching all-student averages, reflecting effective support structures for historically underserved populations that should be documented and sustained as part of this improvement plan.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
<div>1</div> <div>We have less than 20% of students reaching a score of Masters on EOC exams in English I & II, and Algebra.</div>	<div>Lack of tier 1 differentiated instruction, lack of teachers focusing on essential standards.</div>
<div>2★</div> <div>EOC assessment data shows that 20% of our students are not performing at a satisfactory level across all 5 standardized tests.</div>	<div>Lack of tier 1 differentiated instruction, lack of teachers focusing on essential standards.</div>
<div>3★</div> <div>Some students have consistent absences, resulting in a loss of instruction time. This also results in a lack of funding.</div>	<div>Lack of connection at school, lack of parent involvement with school</div>
<div>4</div> <div>Our EB populations score significantly lower on English I and English II EOCs.</div>	<div>Increasing numbers of this sub-populations, combined with overlapping categories of challenge (mobility rates, ELLs, etc.) create barriers to learning.</div>

★ = Priority

School Processes & Programs

Summary

TEKS Resources provides a Year at Glance document and curriculum pacing guides for every grade level and subject.

Teachers collaborate not only with their colleagues but instructional strategists to ensure lessons are designed to teach at the highest level of each standard.

Principal walk-throughs and feedback are given to teachers and staff in each grade level and ensures that teaching is done with fidelity and rigor.

Bluebonnet math will be utilized for Algebra 1.

Strengths

We have used the Master Schedule to provide our EOC tested subjects a common planning period for PLCs. Teachers will use this time to strengthen lessons, analyze data, and create individualized instruction to help students show mastery with specific TEKS.

We have developed a walkthrough schedule and feedback form to ensure that all teachers and staff will receive weekly feedback to ensure excellent Tier 1 instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ EOC assessment data shows that 20% of our students are not performing at a satisfactory level across all 5 standardized tests.	Lack of tier 1 differentiated instruction, lack of teachers focusing on essential standards.
2 ★ Some parents have communicated that they do not feel as though they are informed on college readiness, programs of study, and opportunities to support students.	Lack of systemic communication, lack of opportunities for parents to engage with counseling staff
3 ★ Not 100% of students are graduating college, career, or military ready	Lack of understanding of the importance, lack of knowledge of IBCs, not adequate test prep, not timely and proper about the college process
4 We have less than 20% of students reaching a score of Masters on EOC exams in English I & II, and Algebra.	Lack of tier 1 differentiated instruction, lack of teachers focusing on essential standards.
5 ★ Some students have consistent absences, resulting in a loss of instruction time. This also results in a lack of funding.	Lack of connection at school, lack of parent involvement with school

6



There has not been alignment within the departments and the budget.

Lack of understanding and knowledge

 = **Priority**

Perceptions

Summary

Parent surveys--parents report that they feel there is school spirit at LDHS. Surveys indicate they would like more communication from the school and more support for their child. Overall parents feel as though their children are prepared for whatever is next for them--workforce, trade, community college or 4 year university.

Students report wanting more school spirit. They feel "somewhat" prepared for whatever is next for them. Students report that they don't always know what is happening in their classes for the week.

The LISD community is very supportive and involved and there are many partnerships with businesses in the community. We have many parents who volunteer with the booster clubs and programs.

Strengths

Many of our parents feel connected through extra curricular activities. Students feel as though LDHS has an inclusive culture. There is ample community support for the students.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1★	Some parents have communicated that they do not feel as though they are informed on college readiness, programs of study, and opportunities to support students.	Lack of systemic communication, lack of opportunities for parents to engage with counseling staff

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Some parents have communicated that they do not feel as though they are informed on college readiness, programs of study, and opportunities to support students.

Lack of systemic communication, lack of opportunities for parents to engage with counseling staff

2
★

Some students have consistent absences, resulting in a loss of instruction time. This also results in a lack of funding.

Lack of connection at school, lack of parent involvement with school

3
★

EOC assessment data shows that 20% of our students are not performing at a satisfactory level across all 5 standardized tests.

Lack of tier 1 differentiated instruction, lack of teachers focusing on essential standards.

4
★

Not 100% of students are graduating college, career, or military ready

Lack of understanding of the importance, lack of knowledge of IBCs, not adequate test prep, not timely and proper about the college process

5
★

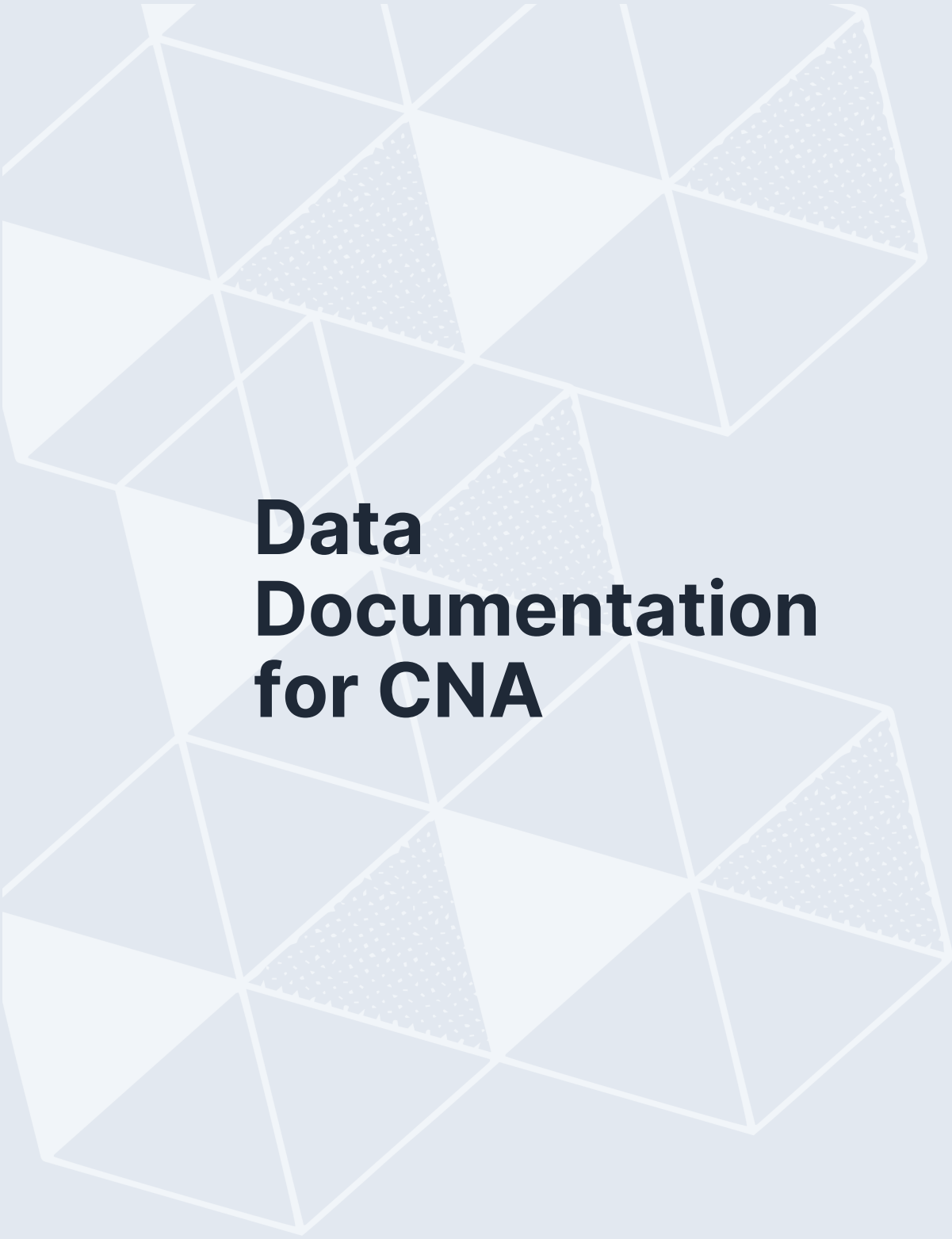
We have ESL students who have been in our system for years that are still struggling with reading and writing skills.

Lack of foundational skills for reading and writing.

6
★

There has not been alignment within the departments and the budget.

Lack of understanding and knowledge



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
- ☒ 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
- ☒ 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
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ Section 504 data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data
- ☒ Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

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

- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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



Priorities

Priority 1

Priority 1: Improve student academic performance

Goal 1 High Priority

By May 2027, LDHS will increase achievement in STAAR/EOC scores by 5% on meets and masters for all EOC subjects.

Evaluation Data Source: STAAR/ EOC scores, Interim Data, Summative and Formative Assessment Data

Strategy 1

LDHS will implement PLC planning opportunities for core teachers at least once a month. EOC tested subjects have common planning time.

Strategy's Expected Result/Impact: Alignment among courses.

Staff Responsible for Monitoring: Administration, Instructional Coach

Problem Statements: Student Learning 2 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 3 - Curriculum, Instruction, and Assessment 3

Formative Reviews

November

January

March

April

Strategy 2

Each core department will have a common 9 week assessment over essential standards.

Strategy's Expected Result/Impact: Targeted progress monitoring will help ensure student mastery of essential standards.

Staff Responsible for Monitoring: Administration and Instructional Coach
Lead: APs over each department

Problem Statements: Student Learning 2 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 3 - Curriculum, Instruction, and Assessment 3

Formative Reviews

November

January

March

April

Strategy 3

LDHS will implement an MTSS system focusing on 9th and 10th grade students in English I and II.

Strategy's Expected Result/Impact: Identifying students who need additional support.

Staff Responsible for Monitoring: MTSS team-Wilson, Nay, administrators

Problem Statements: Student Learning 2 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 3 - Curriculum, Instruction, and Assessment 3

Formative Reviews

November

January

March

April

Goal 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

EOC assessment data shows that 20% of our students are not performing at a satisfactory level across all 5 standardized tests.

Lack of tier 1 differentiated instruction, lack of teachers focusing on essential standards.

Goal 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

2

EOC assessment data shows that 20% of our students are not performing at a satisfactory level across all 5 standardized tests.

Lack of tier 1 differentiated instruction, lack of teachers focusing on essential standards.

Goal 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

EOC assessment data shows that 20% of our students are not performing at a satisfactory level across all 5 standardized tests.

Lack of tier 1 differentiated instruction, lack of teachers focusing on essential standards.

Goal 1 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

3

EOC assessment data shows that 20% of our students are not performing at a satisfactory level across all 5 standardized tests.

Lack of tier 1 differentiated instruction, lack of teachers focusing on essential standards.

Goal 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

3

EOC assessment data shows that 20% of our students are not performing at a satisfactory level across all 5 standardized tests.

Lack of tier 1 differentiated instruction, lack of teachers focusing on essential standards.

Goal 2

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

Strategy 1

LDHS will implement a attendance monitoring process to intervene with students at risk of losing credit.

Strategy's Expected Result/Impact: Reduce students who are losing credit for courses due to absences.

Staff Responsible for Monitoring: Administration & Counselors
Lead: Watkins

Problem Statements: Student Learning 3 - School Processes & Programs 5 - School Culture and Climate 1 - Family and Community Engagement 1

Formative Reviews

November

January

March

April

Strategy 2

LDHS will implement seat time protocols for credit recovery during the school year.

Staff Responsible for Monitoring: Administration, Counselors
Lead: Watkins

Formative Reviews

November

January

March

April

Goal 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

Some students have consistent absences, resulting in a loss of instruction time. This also results in a lack of funding.

Lack of connection at school, lack of parent involvement with school

Goal 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

5

Some students have consistent absences, resulting in a loss of instruction time. This also results in a lack of funding.

Lack of connection at school, lack of parent involvement with school

Goal 2 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Some students have consistent absences, resulting in a loss of instruction time. This also results in a lack of funding.

Lack of connection at school, lack of parent involvement with school

Goal 2 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

1

Some students have consistent absences, resulting in a loss of instruction time. This also results in a lack of funding.

Lack of connection at school, lack of parent involvement with school

Goal 3 **High Priority**

Strategy 1

Provide multiple opportunities for students to gain CCMR through IBCs. This year we are having all CTE teachers take their course IBCs and are requiring all students to take the IBC.

Strategy's Expected Result/Impact: Increase in the number of students who pass their IBC.

Staff Responsible for Monitoring: Administration, Counselors

Problem Statements: School Processes & Programs 3 - School Culture and Climate 4 - Curriculum, Instruction, and Assessment 4

Formative Reviews

November January March April

Strategy 2

LDHS will provide multiple opportunities for students to meet CCMR through administration of the TSIA, SAT, and Texas College Bridge for English. We are also implementing a TSI prep course for students who have not earned a college or career point.

Strategy's Expected Result/Impact: Increase in the number of students who are college ready based off of TSI score.

Staff Responsible for Monitoring: Administration, Instructional Coach

Problem Statements: School Processes & Programs 3 - School Culture and Climate 4 - Curriculum, Instruction, and Assessment 4

Formative Reviews

November January March April

Goal 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
<div>3</div> <div>Not 100% of students are graduating college, career, or military ready</div>	Lack of understanding of the importance, lack of knowledge of IBCs, not adequate test prep, not timely and proper about the college process

Goal 3 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
4	Not 100% of students are graduating college, career, or military ready	Lack of understanding of the importance, lack of knowledge of IBCs, not adequate test prep, not timely and proper about the college process

Goal 3 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
4	Not 100% of students are graduating college, career, or military ready	Lack of understanding of the importance, lack of knowledge of IBCs, not adequate test prep, not timely and proper about the college process

Priority 2

Priority 2: Increase Faculty and Staff Engagement

Goal 1

LDHS will create professional development that offers choice to teachers while still being in alignment of campus and district goals.

Evaluation Data Source: Teacher surveys

Strategy 1

LDHS will provide multiple lunch and learn sessions as well as staff meeting and scheduled PD for new and returning staff members.

Staff Responsible for Monitoring: Administration, Instructional Coach

Problem Statements: Student Learning 2 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 3 - Curriculum, Instruction, and Assessment 3

Formative Reviews

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Strategy 2

Guiding Coalition helped create instructional goals for the campus.

Strategy's Expected Result/Impact: This allows for teacher input from strong instructional teachers.

Staff Responsible for Monitoring: Administration, Guiding Coalition, Instructional Coach

Problem Statements: Student Learning 2 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 3 - Curriculum, Instruction, and Assessment 3

Formative Reviews

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Goal 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

EOC assessment data shows that 20% of our students are not performing at a satisfactory level across all 5 standardized tests.

Lack of tier 1 differentiated instruction, lack of teachers focusing on essential standards.

Goal 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

2

EOC assessment data shows that 20% of our students are not performing at a satisfactory level across all 5 standardized tests.

Lack of tier 1 differentiated instruction, lack of teachers focusing on essential standards.

Goal 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

EOC assessment data shows that 20% of our students are not performing at a satisfactory level across all 5 standardized tests.

Lack of tier 1 differentiated instruction, lack of teachers focusing on essential standards.

Goal 1 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

3

EOC assessment data shows that 20% of our students are not performing at a satisfactory level across all 5 standardized tests.

Lack of tier 1 differentiated instruction, lack of teachers focusing on essential standards.

Goal 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

3

EOC assessment data shows that 20% of our students are not performing at a satisfactory level across all 5 standardized tests.

Lack of tier 1 differentiated instruction, lack of teachers focusing on essential standards.

Priority 3

Priority 3: Improve Parent & Family/Community Engagement

Goal 1

LDHS will engage in weekly communication with the campus community during the 2026-27 school year, resulting in a 5% increase in family engagement through survey data. This includes overviews of the week, in addition to campus celebrations and upcoming activities.

Evaluation Data Source: Parent Square usage, parent surveys

Strategy 1

LDHS will communicate through our Weekly Newsletter, Counselors communication, Parent Square, and social media.

Staff Responsible for Monitoring: Administration, Instructional Coach, Counselors

Problem Statements: School Processes & Programs 2 - Perceptions 1 - Family and Community Engagement 2

Formative Reviews

November

January

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Strategy 2

LDHS will partner with LDMS and have 3 separate checkpoints where LDMS 8th grade students are learning about programs of study prior to course selection. There will be an action step taken each quarter that builds on each other and leads up to 8th grade transition night for parents and students in February.

Staff Responsible for Monitoring: Principal and Counselor

Problem Statements: School Processes & Programs 6 - School Organization 1

Formative Reviews

November

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Strategy 3

LDHS counselors will create a newsletter monthly for students and parents and hold 1 event in

the fall and one in the spring connected to college, career, military readiness.

Staff Responsible for Monitoring: Admin

Problem Statements: School Processes & Programs 2 - Perceptions 1 - Family and Community Engagement 2

Formative Reviews

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Goal 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

Some parents have communicated that they do not feel as though they are informed on college readiness, programs of study, and opportunities to support students.

Lack of systemic communication, lack of opportunities for parents to engage with counseling staff

6

There has not been alignment within the departments and the budget.

Lack of understanding and knowledge

Goal 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Some parents have communicated that they do not feel as though they are informed on college readiness, programs of study, and opportunities to support students.

Lack of systemic communication, lack of opportunities for parents to engage with counseling staff

Goal 1 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

2

Some parents have communicated that they do not feel as though they are informed on college readiness, programs of study, and opportunities to support students.

Lack of systemic communication, lack of opportunities for parents to engage with counseling staff

Goal 1 Problem Statements Identifying School Organization

Problem Statement

Root Cause

1

There has not been alignment within the departments and the budget.

Lack of understanding and knowledge

Goal 2

LDHS will plan and host multiple community activities during the school year.

Strategy 1

Plan and host all the following events: Fish Camp, Open House, Homecoming week, 8th Grade Day, Adulthood Day, Activities Fair, and Spring Showcase.

Staff Responsible for Monitoring: Administration, Instructional Coach, Counselors, Organization Sponsors

Problem Statements: School Processes & Programs 2 - Perceptions 1 - Family and Community Engagement 2

Formative Reviews

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March

April

Goal 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

Some parents have communicated that they do not feel as though they are informed on college readiness, programs of study, and opportunities to support students.

Lack of systemic communication, lack of opportunities for parents to engage with counseling staff

Goal 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Some parents have communicated that they do not feel as though they are informed on college readiness, programs of study, and opportunities to support students.

Lack of systemic communication, lack of opportunities for parents to engage with counseling staff

Goal 2 Problem Statements Identifying Family and Community Engagement

Problem Statement	Root Cause
2 Some parents have communicated that they do not feel as though they are informed on college readiness, programs of study, and opportunities to support students.	Lack of systemic communication, lack of opportunities for parents to engage with counseling staff

Goal 3

LDHS will increase the community presence of high school students through the FLIGHT program that goes to the elementary schools to work with the younger students, as well as the number of practicum students that are in the community for internships.

Priority 4

Priority 4: Efficient Operations

Goal 1

LDHS will develop a campus budget that supports strong financial stewardship.

Strategy 1

LDHS will align campus budget with the CIP priorities.

Staff Responsible for Monitoring: Administration

Problem Statements: School Processes & Programs 6 - School Organization 1

Formative Reviews

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Strategy 2

Admin will work with department chairs to determine needs of each department to ensure alignment with campus and district priorities.

Problem Statements: School Processes & Programs 6 - School Organization 1

Formative Reviews

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Goal 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

6

There has not been alignment within the departments and the budget.

Lack of understanding and knowledge

Goal 1 Problem Statements Identifying School Organization

Problem Statement

Root Cause

1

There has not been alignment within the departments and the budget.

Lack of understanding and knowledge



State Compensatory Education

State Compensatory

Budget for Lake Dallas High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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