Lewisville Independent School District

DeLay Middle School

2024-2025 Campus Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: September 17, 2024

Demographics

Demographics Summary

DeLay Middle School is home to a diverse student and teacher population, with relatively high percentages of economically disadvantaged students as well as English Language Learners. We believe every child can learn and achieve at a high level. We strive to empower great leaders to inspire the next generation and believe students deserve to learn in a positive school climate and that they should have learning experiences that translate to the real world. We are authentically engaged in meaningful work and provide many opportunities for students to embrace and grow from their learning experiences.

Breakdown of student population for 23-24:

African-American 14%
Hispanic 78%
White 5%
Asian 1%
2+ Races 2%

Economically disadvantaged 89.2%
ELL 66.9%
Mobility rate 19.6%
Special Education 24.7%

Demographics Strengths

Our diverse student and teacher population directly contribute to our students' academic and non-academic achievement. DeLay Middle School prides itself in providing an inclusive, nurturing, goal-driven learning environment where students can be their best and have access to programs that will help them meet their goals.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): DeLay struggles to engage the community as active partners, including PTA membership, participation at events, and volunteer opportunities.
Root Cause: Carryovers from COVID-19 epidemic, language barriers, economic barriers, distance from DeLay to the communities it serves, recent high levels in administrative and teacher turnover, and work hours of our parents all contribute to low family and community engagement.

Student Learning

Student Learning Summary

At DeLay Middle School, we prioritize student learning in our core subjects. We ensure students have access to appropriate academic supports and supplemental accelerated learning to address gaps in state and campus assessments. Performance on 23-24 STAAR testing in the areas of Reading and Math has lead to a required Targeted Improvement Plan for the 24-25 and 25-26 school years.

Test	Did Not Meet	Approaches	Meets	Masters
6th Reading	46%	54%	23%	4%
6th Math	60%	40%	10%	1%
7th Reading	50%	50%	23%	5%
7th Math	74%	26%	7%	0%
8th Reading	43%	57%	26%	8%
8th Math	36%	64%	31%	4%

Student Learning Strengths

STAAR testing is only one measure of a student's learning. Staff work hard to meet both the academic and social-emotional needs of our students. Reading STAAR scores are a relative strength, as is 8th grade Math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Performance on 23-24 STAAR testing in the areas of Reading and Math has lead to a required Targeted Improvement Plan for the 24-25 and 25-26 school years.   **Root Cause:** Academic gaps, a high Special Education population, language gaps in our newcomer and other ELLs, limited educational access, and needed

growth in lesson design and delivery have all contributed to the low performance in our state testing.

School Processes & Programs

School Processes & Programs Summary

At DeLay Middle School, teachers and staff work with departments and partner teachers to set and meet PLC goals based on recent data. In addition, this year we are adding a Student Monitor List per grade in order to discuss students whose academic and/or behavioral struggles need to be discussed before considering possible MTSS (multi-tiered support systems), SPED, or 504 referrals.

DeLay has added a House system this year, with all students and staff placed into one of four Houses. Students can earn points daily for their Houses, which also enters them into a weekly drawing for prizes. Each month, the House with the most points wins the House Cup, including decorating the cafeteria with the House color and eating outside that day.

Emergent Bilingual supports (EB), and opportunities to provide tutorials before, during, and after school.The administration and counseling teams at DeLay Middle School regularly collaborate to review relevant student data such as attendance and tardies, discipline referrals, and other student-specific needs. We prioritize student safety, health, and wellness and ensure the campus is secure and safe for everyone who enters. We require ID cards for all students and have systems in place that ensure students are in class and learning.Finally, by leveraging our learning management system (Canvas) and the district's 1:x technology policy, our students use technology to enhance their learning. Students are expected to bring their iPads each day and teachers have students use them in ways that meaningfully supplement instruction.

School Processes & Programs Strengths

DeLay Middle School implements and regularly reviews our school processes and programs to ensure we are aligned with our school's mission and vision. Some systemic strengths include prioritizing school safety, focusing on student and staff health and wellness, and offering numerous electives, fine arts, and athletics. We also host several teacher-sponsored clubs, providing students areas to thrive and grow outside of academics.Students at DeLay excel in both academic and non-academic areas thanks to our student-centered processes and successful program led by recognized educators.We have a strong focus on positive recognition and celebrations of students and staff including honor roll celebrations, PTA meeting recognitions, grade level ceremonies, the"recognize someone" initiative, and outstanding harvesters.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Various DeLay programs and processes are in need of more consistency, including EB and SPED support, MTSS, PLC, and technology usage. **Root Cause:** Multiple recent changes in school leadership, loss of teachers to attrition, changes to the middle school schedule, changing demographics, the loss of the embedded PLC planning period have all contributed to the need for consistency in programs and processes.

Perceptions

Perceptions Summary

For the 24-25 school year, parent communication and involvement will continue to be one of the target areas for campus goals. Communication with parents will be presented in both English and Spanish whether the communication is in print or verbal. This is aided by the addition of a bilingual principal and the Parent Link mass notification system which makes translating messages easier than ever. We also foresee a positive change in school climate and school sprit due to structural enhancements and decor on the campus, smaller class sizes due to rezoning, and an alignment of campus wide academic and discipline goals. Parents will be invited to not only support their student in extracurricular activities, but to also participate in the PTA, BLT, and activities specifically targeted to engage parents and the community. Additionally, staff, students, and parents will be encouraged to participate in district-wide leadership and volunteer programs.

23-24 Parent Survey Results

Are satisfied overall 91%
Most of the time, my child is happy at school 93%
My child's health and wellness are supported 90%
Parents feel welcomed at school and are involved 100%
School staff communicates well with families 88%
Teachers do whatever it takes to help my child meet academic standards 91%

Perceptions Strengths

Based on parent surveys, parents feel their opinions are valued, their students are cared for, and the school staff is attentive to their family's needs. Survey data shows public perceptions of our academics are top-notch and our school climate is safe and welcoming. Staff surveys, both formal and informal, indicate that new processes and programs implemented by the administrative team have facilitated increased student success. We have seen a significant increase in positive feedback from students, parents, and staff members. The additions of the DeLay House system, cultural nights, more focus on the PTA and more meaningful evening events will only help with perception of our campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Challenges at DeLay may affect the community's perception of our campus in a negative way. **Root Cause:** The need for the federal TIP process, below average STAAR scores, past behavior concerns, and regular changes to administration and teacher staffing have all contributed to the possible negative perceptions in the community.

Priority Problem Statements

Problem Statement 1: DeLay struggles to engage the community as active partners, including PTA membership, participation at events, and volunteer opportunities.

Root Cause 1: Carryovers from COVID-19 epidemic, language barriers, economic barriers, distance from DeLay to the communities it serves, recent high levels in administrative and teacher turnover, and work hours of our parents all contribute to low family and community engagement.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Performance on 23-24 STAAR testing in the areas of Reading and Math has lead to a required Targeted Improvement Plan for the 24-25 and 25-26 school years.

Root Cause 2: Academic gaps, a high Special Education population, language gaps in our newcomer and other ELLs, limited educational access, and needed growth in lesson design and delivery have all contributed to the low performance in our state testing.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Various DeLay programs and processes are in need of more consistency, including EB and SPED support, MTSS, PLC, and technology usage.

Root Cause 3: Multiple recent changes in school leadership, loss of teachers to attrition, changes to the middle school schedule, changing demographics, the loss of the embedded PLC planning period have all contributed to the need for consistency in programs and processes.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Challenges at DeLay may affect the community's perception of our campus in a negative way.

Root Cause 4: The need for the federal TIP process, below average STAAR scores, past behavior concerns, and regular changes to administration and teacher staffing have all contributed to the possible negative perceptions in the community.

Problem Statement 4 Areas: Perceptions

Goals

Revised/Approved: September 19, 2024

Goal 1: Student Learning - Engage students through relevant instruction and assessment sparking curiosity and critical thinking, meeting individual academic needs as they impact their world now and in the future.

Performance Objective 1: Design and deliver curriculum and instruction that increases teacher efficiency and effectiveness and maximize student learning.

* STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 1.1 ON SCORECARD.

High Priority

HB3 Goal

Evaluation Data Sources: See campus scorecard for targeted outcomes
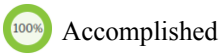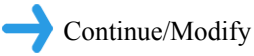ES - Istation reading and math
MS - enrollment in advanced courses
HS - GPA 2.7 or higher readiness
HS - CCMR HB3 - engaged in TEA metric

Strategy 1 Details	Reviews			
Strategy 1: Campus Priority: Increase the "Meets" % on each 6-8th Math and Reading STAAR test by 10% (i.e. 22% - 32%). We will complete the components of the TIP process as a way to reflect on our practices, including teaching assignments, assessments utilized, teaching strategies, and increased focus on lesson plans and walkthroughs. By focusing on these areas as we complete this process, we will fine tune the work being done by both teachers and students per class, as well as identify patterns that require improvement across the campus. **Strategy's Expected Result/Impact:** Improve percentages on all tests in the areas of Approaches, Meets, and Masters **Staff Responsible for Monitoring:** All staff **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1	**Formative**			**Summative**
	Nov	**Feb**	**May**	

Strategy 2 Details	Reviews			
Strategy 2: Campus Priority: Increase the "Meets" % on each 6-8th Math and Reading STAAR test by 10% (i.e. 22% - 32%). We will utilize the PLC process to set monthly goals per subject area and grade, collecting data and meeting in person to review growth on assessments, teaching strategies, and interventions for students who haven't yet mastered the content. **Strategy's Expected Result/Impact:** Improve percentages on all tests in the areas of Approaches, Meets, and Masters **Staff Responsible for Monitoring:** All staff **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1	**Formative**			**Summative**
	Nov	**Feb**	**May**	

Strategy 3 Details	Reviews			
Strategy 3: Purchase items that will help teachers implement and students engage with LISD's curriculum, including paper, office and general supplies, supplies for students, supplies for teachers, and ID cards.	**Formative**			**Summative**
	Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: Classrooms will run more efficiently and effectively with additional materials available to help implement the curriculum. **Staff Responsible for Monitoring:** All staff **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **Problem Statements:** Student Learning 1				
0% No Progress 100% Accomplished ➡️ Continue/Modify ❌ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Performance on 23-24 STAAR testing in the areas of Reading and Math has lead to a required Targeted Improvement Plan for the 24-25 and 25-26 school years.   **Root Cause**: Academic gaps, a high Special Education population, language gaps in our newcomer and other ELLs, limited educational access, and needed growth in lesson design and delivery have all contributed to the low performance in our state testing.

Goal 1: Student Learning - Engage students through relevant instruction and assessment sparking curiosity and critical thinking, meeting individual academic needs as they impact their world now and in the future.

Performance Objective 2: Enhance student learning through targeted experiences that connect to student interests and needs, prepare students to develop future opportunities, and determine appropriate academic interventions and support.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes
Readiness dashboard

Strategy 1 Details	Reviews			
Strategy 1: Purchase Scholastic Magazine, a high-interest, leveled supplemental reading resource, as a way to target academic growth in several content areas, including Reading, Science and Social Studies.	**Formative**			**Summative**
	Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: Staff will utilize Scholastic to craft high-interest lessons that support TEKS in Reading, Science and Social Studies. **Staff Responsible for Monitoring:** Reading, Science and Social Studies teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Annual Scholastic Magazine cost - 211 - Title I, Part A - $2,198				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Performance on 23-24 STAAR testing in the areas of Reading and Math has lead to a required Targeted Improvement Plan for the 24-25 and 25-26 school years.   **Root Cause**: Academic gaps, a high Special Education population, language gaps in our newcomer and other ELLs, limited educational access, and needed growth in lesson design and delivery have all contributed to the low performance in our state testing.

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 1: Increase relevance and effectiveness of MS/HS advisory structure and content over a 3-year period.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

    Evaluation Data Sources: See district scorecard
    Feedback from student and staff groups

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 2: Increase the relevance, positivity, and collaboration of the student experience to build community, belonging, and student ownership.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes
ES, MS, HS - Student survey results
MS/HS - Involvement in extracurricular, co curricular, clubs, etc.

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 3: Reduce percentage of truant students district wide to maximize student learning opportunities.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

> **Evaluation Data Sources:** See campus scorecard for targeted outcomes
> Attendance Rate
> Chronic truancy

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 4: Monitor safety and security of all LISD facilities.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

> **Evaluation Data Sources:** See campus scorecard for targeted outcomes
> Compliance with safety drills
> Completion of staff and student safety trainings

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 5: Increase collaborative interventions to identify and support the wellbeing and behavioral needs of students.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

> **Evaluation Data Sources:** See campus scorecard for targeted outcomes
> Student survey results
> Parent survey results

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 6: Campus Behavior Goal:

Campus priority: Lower the office referrals for non-compliance by at least 20%. (Insubordination, Disruption, Disrespect)

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes

Strategy 1 Details	Reviews			
Strategy 1: Campus priority: Lower the office referrals for non-compliance by at least 20% (Insubordination, Disruption, Disrespect). Implement Safe & Civil Schools Methodology to positively impact our campus. Create a campus culture of shared expectations and consistent consequences.	**Formative**			**Summative**
	Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: Offenses in these areas will drop by at least 112, from 559 to 447. Students will monitor their impact on the classroom through a review of Restorative Practices and Safe and Civil expectations. **Staff Responsible for Monitoring:** All staff **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
Strategy 2: Campus priority: Lower the office referrals for non-compliance by at least 20% (Insubordination, Disruption, Disrespect). Use Edugence and our Discipline/Restorative Practices committee to review student discipline trends, bi-weekly. Through CIS and counselors, target students with multiple violations for groups and additional support.	**Formative**			**Summative**
	Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: Offenses in these areas will drop by at least 112, from 559 to 447. Students will monitor their impact on the classroom through a review of Restorative Practices and Safe and Civil expectations. **Staff Responsible for Monitoring:** All staff, committees, CIS **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				

Strategy 3 Details	Reviews			
Strategy 3: Campus priority: Lower the office referrals for non-compliance by at least 20% (Insubordination, Disruption, Disrespect). Implement a House System that rewards students for positive behavioral choices on an individual and House level.	**Formative**			**Summative**
	Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: Offenses in these areas will drop by at least 112, from 559 to 447. Students will monitor their impact on the classroom through a review of Restorative Practices and Safe and Civil expectations. **Staff Responsible for Monitoring:** All staff **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 6 Problem Statements:

Perceptions
Problem Statement 1: Challenges at DeLay may affect the community's perception of our campus in a negative way.   **Root Cause**: The need for the federal TIP process, below average STAAR scores, past behavior concerns, and regular changes to administration and teacher staffing have all contributed to the possible negative perceptions in the community.

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 1: Increase and maintain long-range financial stability through the utilization of a strategic approach while maintaining high quality education programs and services for all.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See district scorecard for targeted outcomes
Maintain fund balance
Balanced budget
Earn finance stability indicators

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 2: Increase the community's (internal and external) understanding of Texas School Finance and the LISD budget.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

> **Evaluation Data Sources:** See district scorecard for targeted outcomes
> Financial dashboard visits
> Finance related comm efforts across all platforms

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 3: Increase the efficient and fiscally responsible practices to maximize district funding and increase entitlements.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes
% of students logging in on district devices

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 4: Balance staff workload to better meet student needs and increase staff wellbeing.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes
Staff survey results

Goal 4: Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders.

Performance Objective 1: Increase capacity and strengthen employee talent pools by leveraging a culture of talent development (recruit).

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

> **Evaluation Data Sources:** See campus scorecard for targeted outcomes
> Leadership program participation

Goal 4: Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders.

Performance Objective 2: Increase diverse perspectives and employee engagement by involving staff in decisions that affect them (retain).

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes
Staff survey

Goal 4: Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders.

Performance Objective 3: Increase alignment of training based on job requirements to impact job performance and maximize learning for staff (develop).

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes
Staff survey

Goal 5: Community Engagement - Build ONELISD, a connected culture of community engagement and purposeful communications.

Performance Objective 1: Advance the message that promotes, protects, and champions LISD as the superior choice for families.

*STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 5.1 ON SCORECARD.

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes
Staff survey
Parent survey
Recognize Someone program

Strategy 1 Details		Reviews			
Strategy 1: Campus priority: Increase the Qualtrics question about positive environment for students to 85% positive (very positive + slightly positive) - increasing from 76%. Implement a House System where students receive individual and group rewards based on positive choices both academically and behaviorally.		**Formative**			**Summative**
		Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: Students will join one of 4 new Houses and earn points for both individual and group privileges. Students enrollment in clubs and special interest groups will increase. Fewer discipline referrals (especially related to non-compliance) will make the school environment more positive for all students. **Staff Responsible for Monitoring:** All staff **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1					

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Campus priority: Increase the Qualtrics question about positive environment for students to 85% positive (very positive + slightly positive) - increasing from 76%. Train staff on the use of Kagan and other discussion-based strategies so that classroom lessons are more enjoyable and engaging for students.	**Nov**	**Feb**	**May**	
Strategy's Expected Result/Impact: Students will participate more and find the school environment more positive and inspiring. **Staff Responsible for Monitoring:** All staff **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Various DeLay programs and processes are in need of more consistency, including EB and SPED support, MTSS, PLC, and technology usage. **Root Cause**: Multiple recent changes in school leadership, loss of teachers to attrition, changes to the middle school schedule, changing demographics, the loss of the embedded PLC planning period have all contributed to the need for consistency in programs and processes.

Goal 5: Community Engagement - Build ONELISD, a connected culture of community engagement and purposeful communications.

Performance Objective 2: Increase the utilization of feedback to build trust and inform decision-making.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

> **Evaluation Data Sources:** See campus scorecard for targeted outcomes
> Staff survey
> Customer Service survey

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews.

Performance Objective 1: All students shall attend school regularly.

   Evaluation Data Sources: Student attendance records; academic performance data; campus staff observations, communication logs; family and community involvement records

Strategy 1 Details	Reviews			
Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures. Student residency is verified.	**Formative**			**Summative**
	Nov	**Feb**	**May**	
RaaWee will be used to monitor absences and parent notification given when students are absent.				
Strategies are implemented to increase parental involvement as a proactive measure. Training is provided to parents regarding how to utilize technology to monitor student progress and achievement.				
As monitored in RaaWee and on the district and campus scorecards, excessive absences are monitored and interventions are provided in a collaborative partnership to identify and resolve root causes - including refer to counseling and/or health services departments. Truancy charges are regularly filed when appropriate.				
Strategy's Expected Result/Impact: Student attendance records and campus/district scorecard for attendance rate % and truant student % **Staff Responsible for Monitoring:** All staff				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews.

Performance Objective 2: All students shall complete high school. The dropout rate for all the students including sub-populations will be maintained at < 0.2% for middle schools, and high schools will have a 95% completion rate. All schools will implement and maintain strategies that support these goals.

Evaluation Data Sources: Student attendance and withdrawal records; program records; STAAR scores and local academic performance data; campus staff observations, intervention documentation, family and community involvement records

Strategy 1 Details	Reviews			
Strategy 1: At-risk students will be identified using available data. Accelerated instruction will be provided based on data and in alignment with the comprehensive needs assessment data and Goal 1.1 and 1.2 for student learning.	**Formative**			**Summative**
	Nov	**Feb**	**May**	
Students will be provided opportunities to explore career options. Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness. Procedures will be used to ensure accurate coding/tracking of withdrawals. The RtI process is utilized to provide early intervention for struggling students. **Strategy's Expected Result/Impact:** Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; successful dropout prevention as seen from one or more of the following items: (a) results of audit of dropout records, (b) campus info related to graduation rates, dropout rates, high school equivalency certification rates, and the percentage of students who remain in high school more than four years after entering 9th grade, (c) the number of students who enter a high school equivalency program and do not complete the program or complete but do not take the exam or complete and take the exam but do not obtain a high school equivalency certificate, (d) for students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions, and (e) results of an evaluation of each school-based dropout prevention program **Staff Responsible for Monitoring:** All staff **TEA Priorities:** Connect high school to career and college, Improve low-performing schools				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews.

Performance Objective 3: Students shall feel safe and positive about their learning environment.

    Evaluation Data Sources: Student and parent survey results. safety reports. staff observations and documentation; family involvement; counseling data, behavior data

Strategy 1 Details	Reviews			
Strategy 1: District Behavior Management Plan is implemented districtwide. Staff training and practices will support proactive behavior strategies that align with the District Behavior Management Plan.	**Formative**			**Summative**
	Nov	**Feb**	**May**	
Campus Behavior Management Plans are implemented on each campus. Staff and students will be training on expectations outlined in the plan. Orientations and Welcome Week events are held. Students participate in activities that foster positive teacher/student relationships through implementation of Restorative Practices and other strategies. The student code of conduct is available online and copies are available to students and reviewed with students by teachers. Campus personnel will be trained in violence prevention and intervention. The school safety plan is developed and monitored for effectiveness throughout the school year. Peace officers and/or school resource officers and security officers work with the LISD safety and security department to develop appropriate guidelines which are updated annually. Duties of school resource officers include speaking to classes on the law, acting as a resource person in the area of law enforcement education, conducting and assisting in criminal investigations of violations of law on school property, providing a law enforcement resource when necessary to maintain peace on district property, making arrests and referrals of criminal law violators using discretion, providing information to students at request of staff, making appropriate referrals to social services agencies, wearing an official uniform, performing other duties mutually agreed upon, any off-campus activity required of services, following and conforming to all district policies and procedures, coordinating with school staff, making presentations to civic groups and participating on committees when requested.				

Strategy 2 Details	Reviews			
Strategy 2: Campuses coordinate school health activities to address student wellbeing and ensure all aspects that impact the learning environment are addressed.	**Formative**			**Summative**
	Nov	**Feb**	**May**	

Students will expand their involvement in extracurricular and co-curricular activities, and ensure that all students participate in the school's required physical activities.
 	
Students will participate in fitness assessments and engage in physical activities which are evaluated annually. Campus follows the recommendation of the SHAC team, as provided quarterly.
 	
Students are aided in their transition from elementary school to middle school, and middle school to high school through vertical conversations, teacher collaboration and professional learning.
 	
Civic responsibility and community service and community involvement are encouraged.
 	
Implement plan to increase family engagement and awareness of key topics to improve student academic achievement.
 	
Students receive public acknowledgement for non-academic achievement.
    Strategy's Expected Result/Impact: Increased academic performance data, including STAAR and local assessments; staff observations and documentation records, including RtI and counselor data, student attendance records and interest forms, family involvement.
    Staff Responsible for Monitoring: All staff				

Strategy 3 Details	Reviews			
Strategy 3: Dating Violence	**Formative**			**Summative**
	Nov	**Feb**	**May**	

LISD does not tolerate dating violence. The Counseling and Social Work team will participate staff and student education on the prevention and legal responsibilities related to dating violence. Guidelines for victims include reporting outcry to trusted adult along with following district protocol for outcries, specifically that parents notification will take place immediately following identification of a victim or perpetrator. Violations will be reported to the appropriate authorities as required by law.
    Strategy's Expected Result/Impact: Increasing education and reporting pathway to support students in participation in healthy dating relationships.
    Staff Responsible for Monitoring: All staff				

Strategy 4 Details	Reviews			
Strategy 4: Counselors work with students to make appropriate curricular choices or program choices, and support students as needed in programs including but not limited to suicide prevention, conflict resolution, positive behavior interventions, career education, dating violence, sexual abuse, sex trafficking, dating violence, discipline management including unwanted physical or verbal aggression and sexual harassment, strategies for providing students and their parents with information about higher education admissions and financial aid opportunities, the need for students to make informed curriculum choices to be prepared for success beyond high school, career education to assist students in preparing for a broad range of career opportunities, accelerated education, the Teach for Texas program, etc. A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests. SAPP provides pregnant and parenting students with the support and resources needed to complete school, while equipping them for their future as college and career ready individuals with marketable skills, and helping them to become the best possible parent. SAPP provides childbirth education to pregnant students, parenting education to student who have a child and case management. Assistance is provided through case management, agency referrals, and prenatal (when medically necessary) and postnatal home instruction according to TEA guidelines. Students may remain at their home campus while they receive SAPP sercies or they may choose to attend LLC and work with their home campus counselor to complete the process. **Strategy's Expected Result/Impact:** Increased academic performance data, including STAAR and local assessments; staff observations and documentation records, including RtI and counselor data, student attendance records and interest forms, family involvement. **Staff Responsible for Monitoring:** All staff	**Formative**			**Summative**
	Nov	**Feb**	**May**	

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews.

Performance Objective 4: Diverse students shall be prepared to meet the demands of the real world when they exit the Lewisville Independent School District. Instructional strategies and programs will be implemented to support all students.

> **Evaluation Data Sources:** STAAR scores; local grades and assessments; campus staff observations and reflections; graduation rates of all groups.

Strategy 1 Details	Reviews			
Strategy 1: Special program students are accurately identified and appropriately served. A plan is in place to accurately identify students for special programs. (Programs serving diverse students include, but are not limited to the following: Gifted and Talented, At-Risk, Bilingual/ESL, Dyslexia, Special Education, Counseling, other special funded programs.)	**Formative**			**Summative**
	Nov	**Feb**	**May**	

Campus personnel utilize appropriate interventions for students with special needs. The RtI team is in place and appropriately trained to serve students.

Professional learning is provided to all staff regarding the needs of learners from special populations (at-risk, special education, 504, dyslexia, G/T, ELL, Economically Disadvantaged, etc.). Teachers receive training and support to differentiate instruction to meet the needs of all students.

The following resources are used to meet the needs of special students: 504, Inclusion, Contact Teachers, G/T services, Advanced Placement (secondary only) and Literacy Intervention/Dyslexia.

Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements.

Special education services are provided to students as determined by the ARD committee.

G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students.

The campus will demonstrate integration of technology in instructional and administrative programs to support student learning.

LISD takes a comprehensive approach in providing treatment and acceleration to students who have been identified with having a special learning disability of dyslexia. Depending on the age, language, skill ability and identified strengths and weaknesses , the district offers a variety of programs based on the well-researched Orton-Gillingham method of instruction. Reading interventions based on this approach provide the comprehensive learning strategies students with dyslexia require to overcome their literacy struggles by using multi-sensory tools to teach phonemic awareness, phonics, fluency, vocabulary and comprehension sequentially. All scripted, direct instruction reading programs adopted for use in LISD, including MTA, Foundations, Esperanza, New Herman Method and Language! Live were carefully vetted based on teh TEA required principles of effective dyslexia instruction. LISD ensures all the reading interventions for struggling readers are provided with consistency and fidelity in order to ensure students close the gaps and are using their newly acquired skills to become more confident readers.

Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family involvement in program supports, graduation rates.

Staff Responsible for Monitoring: All staff

○ 0% No Progress   ○ 100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 7: Student Achievement/Safeguards

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews.

Performance Objective 1: Achievement of all students, as measured by standardized tests and classroom performance, shall continually improve. Particular emphasis shall be placed on reading, writing, mathematics, science, and social studies.

 Evaluation Data Sources: STAAR scores; local grades and assessments; campus staff observations and reflections indicating interventions are successful, family involvement

Strategy 1 Details	Reviews			

Strategy 1: LISD Accountability and Evaluation Department will train all campus and other relevant staff on the multiple state accountability systems and data analysis required to understand each system to assess academic achievement for students based on student achievement domain, school progress domain, and the closing the gaps domain. .
 	
Campus and department personnel will be able to analyze state mandated testing data housed in campus shared assessment folders and in Eduphoria Aware.
   Strategy's Expected Result/Impact: Achievement of all students increase as indicated on STAAR and local academic performance data, graduation rate.
   Staff Responsible for Monitoring: Learning and Teaching
Chief of Schools
Accountability and Evaluation
Campus administrators and appropriate staff.
 	
   TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
	Formative			**Summative**

	Nov	**Feb**	**May**	

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Title I

1.1: Comprehensive Needs Assessment

A comprehensive needs assessment is conducted on an annual basis. Multiple data sources are used from various stakeholders (parents, administrators, teachers, and community members) via surveys, meeting participation, etc. The areas of assessment include demographics, student achievement, school processes and programs, and perceptions. The school wide focus is on academic student achievement as measured by growth throughout the school year.

2.1: Campus Improvement Plan developed with appropriate stakeholders

A campus improvement plan is developed based on the comprehensive needs assessment findings. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district and campus website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

2.2: Regular monitoring and revision

Throughout the year the campus improvement plan is monitored and adjusted to best support student achievement and related initiatives. The campus Leadership Team and DeLay Middle School Building Leadership Team are involved in monitoring the campus improvement plan.

2.3: Available to parents and community in an understandable format and language

Information is available to parents and community members in an understandable format and language. The district and campus websites include a feature which translates all content.

2.4: Opportunities for all children to meet State standards

Progress monitoring of Math and Reading data is used to determine students in need of academic support. MTSS meetings are held regularly to determine which students are in need of Tier 2 & Tier 3 interventions. Parents are provided resources to help support student progress.

2.5: Increased learning time and well-rounded education

Based on need as identified via the MTSS process, additional learning time is provided during the school day and/or outside of the school day. Designated intervention times limit students missing core instruction.

2.6: Address needs of all students, particularly at-risk

DeLay Middle School CIP includes strategies to support all students, with an area of focus for students struggling with social emotional balance, bilingual emergent students and students receiving special education services.

3.1: Annually evaluate the schoolwide plan

A campus improvement plan is developed based on the comprehensive needs assessment finding. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the campus website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

4.1: Develop and distribute Parent and Family Engagement Policy

Annually stakeholders, including parents, staff, and administrators, jointly develop a parent and family engagement policy to encourage partnership and participation in activities that foster relationships which support student achievement. Input is gathered via Campus Improvement Committee meetings and online surveys, during the spring of the previous school year. Updated policies are reviewed and disseminated at the beginning of the school year via ParentSquare and orientation meetings.

4.2: Offer flexible number of parent involvement meetings

There are multiple opportunities offered to parents in order to encourage participation in campus community meetings. These opportunities span different hours of the day in order to accommodate different schedules and they also span different formats including virtual meetings, face to face meetings, and recorded presentations.

Title I Personnel

Name	Position	Program	FTE
Cindy Shoemaker	Title I Grant Teacher	Title I, Part A	1
Taylor Mackenzie Fulton	Title I Grant Teacher	Title I, Part A	1

BLT Committee Meeting

Committee Role	Name	Position
Community Member	Wanda Farra	Community Member
LISD Rep	Brooks Humphrey	LISD Rep
Teacher	Trisha Everlith	Teacher
Teacher	John Morris	Teacher
Teacher	Teresa Chumbley	Teacher
Teacher	James Cason	Teacher
Teacher	Lauren Kraus	Teacher
Teacher	Hannah McMichael	Teacher
Teacher	Brandon Middleton	Teacher
Parent	Maria Lopez	Parent
Parent	Xochitl Baez	Parent
Parent	Laura Rincon	Parent
Parent	Edith Castilleja	Parent
PAWS/Counselor	LeeAnna Saffle	Counselor
PAWS/Counselor	Kimberly Green	Counselor
Assistant Principal	Ashley Iwan	AP
Assistant Principal	Lauren Chapin	AP
Assistant Principal	Sharla Samples	AP
Principal	Adam Gray	Principal