Lewisville Independent School District

DeLay Middle School

2023-2024 Improvement Plan

Mission Statement

Students, staff and community design and implement a learning organization that provides engaging, innovative experiences every day.

Vision

All of our students enjoy thriving, productive lives in a future they create.

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Comprehensive Needs Assessment

Revised/Approved: September 20, 2023

Demographics

Demographics Summary

DeLay Middle School is home to a diverse student and teacher population. 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.

	Campus	District	State
Attendance Rate (2020-21)			
	91.0%	96.0%	95.0%
Enrollment by Race/Ethnicity			
African American	15.4%	12.0%	12.8%
Hispanic	74.5%	30.7%	52.8%
White	5.4%	36.6%	26.3%
American Indian	0.7%	0.3%	0.3%
Asian	1.9%	15.7%	4.8%

Pacific Islander	0.1%	0.1%	0.2%
Two or More Races	1.9%	4.6%	2.9%
Enrollment by Student Group			
Economically Disadvantaged	79.1%	33.6%	60.7%
Special Education	19.6%	16.4%	11.6%
Emergent Bilingual/EL	59.8%	19.6%	21.7%
Mobility Rate (2020-21)			
	13.9%	11.1%	13.6%

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.
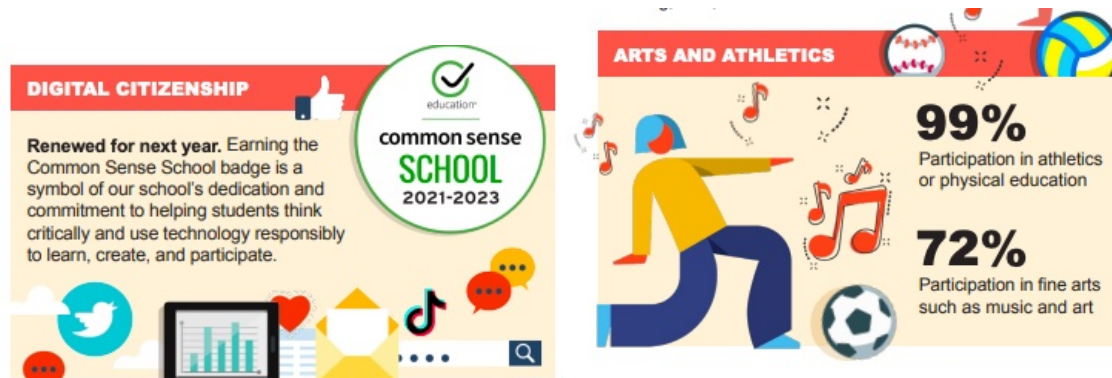
Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our campus was highly impacted in the areas of parent/community participation by COVID 19. The results of the impact resulted in lack of parent involvement on campus and at campus sponsored events.   **Root Cause:** COVID 19 forced campuses to shut down/limit access to parents/community members. District re-zoning has caused a shift in student enrollment and population, decreasing parent and community participation.
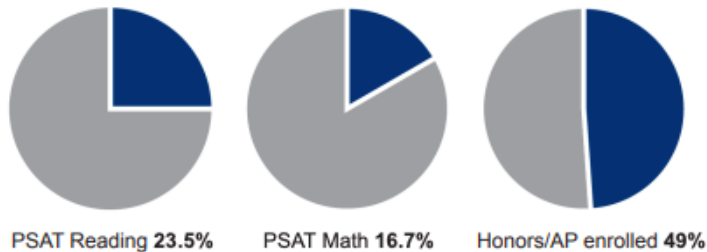
Student Learning

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 ensure they are successful on state and campus assessments.

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
6th RLA	163	22	1547	39.40%	55.21%	23.93%	3.07%
6th Math	163	17	1641	39.44%	60.74%	12.27%	1.84%
7th RLA	205	25	1570	43.88%	54.15%	27.32%	6.83%
7th Math	174	16	1666	35.66%	28.74%	6.90%	0.57%
8th RLA	249	25	1648	45.02%	70.28%	34.54%	10.44%
8th Math	259	22	1817	46.07%	67.57%	33.20%	7.72%
8th Science	250	18	3563	38.36%	49.20%	15.20%	2.40%
8th Social Studies	250	23	3643	46.64%	59.60%	23.20%	5.60%

PSAT SCORES AND ADVANCED COURSES
Percent of students whose PSAT test scores indicate they are college and career ready. Percent of student population who are enrolled in at least one advanced course.

PSAT Reading **23.5%**   PSAT Math **16.7%**   Honors/AP enrolled **49%**

Student Learning Strengths

When it comes to student growth, our students made great gains in both subjects (reading and math) as measured by the STAAR tests from the 2021-22 to the 2022-23 school year. Our teachers continue to tailor their instruction to best meet the needs of our students.

Academic Growth Score (All Grades Tested)

Academic Growth Score (All Grades Tested)

Both Subjects	2022	74	76	**68**	75	66	74	91	68	-	67	67
	2019	69	71	**67**	67	67	63	86	77	-	84	67
ELA/Reading	2022	78	80	**77**	82	76	81	100	82	-	69	77
	2019	68	69	**66**	66	66	52	-	79	-	86	66
Mathematics	2022	69	72	**59**	67	57	68	83	54	-	65	59
	2019	70	74	**68**	67	67	74	-	75	-	83	68

> \-   Indicates there are no students in the group.
> *   Indicates results are masked due to small numbers to protect student confidentiality.
> n/a   Indicates data reporting is not applicable for this group.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): DeLay Middle School received an overall rating of 73 by the Texas Education Agency, which is based exclusively on student STAAR test scores. This grade reflects a letter grade of C, meaning there is room for improvement. **Root Cause:** A large percentage of our student population continues to have significant learning gaps to overcome following the pandemic. Additionally, our campus has had a large influx of emergent bilingual students enrolling with fewer than 1 year in US Schools.

School Processes & Programs

School Processes & Programs Summary

At DeLay Middle School, teachers and staff regularly collaborate in professional learning communities (PLCs). During PLC times, teachers look at student data and use that to inform and adjust their instruction in their classroom. With a focus on TEKS, our teachers ensure all required curriculum is being covered in class and that students are demonstrating mastery of the TEKS. We customize our learning to meet the needs of our student population.

Departments also collaborate regularly outside of PLCs to ensure the team is meeting the needs of students through school systems in place. These may include discussions and referrals for specific student support such as multi-tiered support systems (MTSS), 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 each day. 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): With significant changes in enrollment based on the 2022-23 school year rezoning and continued geographic changes in the area for the current school year, DeLay Middle School needs to adjust the processes and programs to ensure students continue to be successful while not reducing or adversely impacting access to programs. **Root Cause:** District rezoning that occurred in 2022-23 reduced DeLay Middle School's enrollment figures. Continued geographic shifting within the campus zoning has caused a further drop in enrollment. Additionally, with changes in leadership in the prior year, students and staff are still adjusting to the current leadership.

Perceptions

Perceptions Summary

For the 2023-24 school year, parent communication and involvement will continue to be one of the target areas for campus goals. Communication to parents will be presented in both English and Spanish whether the communication is in print or verbal. 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 extra curricular 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.

What do our parents think?

In April 2023, parents were surveyed about the campus their child attends. Values represent the percentage of respondents who agree. Based on 70 responses.

Are satisfied overall	94.2%
I can reach out to staff to discuss my concerns	98.5%
My child feels they can go to staff for help	95.6%
My child feels that school work is important	95.7%
My child feels safe at school	90.9%
Most of the time, my child is happy at school	89.6%
School staff values my child's culture and needs	95.6%
My child's mental health and wellness are supported	95.6%
I am informed about my child's progress and grades	97.1%
Parents feel welcomed at school and are involved	95.7%
Teachers do well to help students who fall behind	100.0%
School staff communicates well with families	92.8%
School staff cares about my child	97.1%

School staff encourages my child to do their best	98.5%
I am satisfied with the school's health protocols	98.6%
I am satisfied with the school's safety protocols	92.8%

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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Previous changes in campus leadership and staff turnover may have reduced positive public perceptions of the campus.   **Root Cause:** Prior changes in administration and previous negative perceptions caused instability in staff retention. Going forward, continued efforts to improve retention and positive communication both campus-wide and district-wide will be critical to improving public perceptions of the campus.

Priority Problem Statements

Problem Statement 1: Our campus was highly impacted in the areas of parent/community participation by COVID 19. The results of the impact resulted in lack of parent involvement on campus and at campus sponsored events.

Root Cause 1: COVID 19 forced campuses to shut down/limit access to parents/community members. District re-zoning has caused a shift in student enrollment and population, decreasing parent and community participation.

Problem Statement 1 Areas: Demographics

Problem Statement 2: DeLay Middle School received an overall rating of 73 by the Texas Education Agency, which is based exclusively on student STAAR test scores. This grade reflects a letter grade of C, meaning there is room for improvement.

Root Cause 2: A large percentage of our student population continues to have significant learning gaps to overcome following the pandemic. Additionally, our campus has had a large influx of emergent bilingual students enrolling with fewer than 1 year in US Schools.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: With significant changes in enrollment based on the 2022-23 school year rezoning and continued geographic changes in the area for the current school year, DeLay Middle School needs to adjust the processes and programs to ensure students continue to be successful while not reducing or adversely impacting access to programs.

Root Cause 3: District rezoning that occurred in 2022-23 reduced DeLay Middle School's enrollment figures. Continued geographic shifting within the campus zoning has caused a further drop in enrollment. Additionally, with changes in leadership in the prior year, students and staff are still adjusting to the current leadership.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Previous changes in campus leadership and staff turnover may have reduced positive public perceptions of the campus.

Root Cause 4: Prior changes in administration and previous negative perceptions caused instability in staff retention. Going forward, continued efforts to improve retention and positive communication both campus-wide and district-wide will be critical to improving public perceptions of the campus.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- 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 Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- State-developed online interim assessments

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
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal 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
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Action research results

Goals

Revised/Approved: September 20, 2023

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	Formative Reviews		
Strategy 1: We will create a campus culture that encourages students and families to enroll in honors and high school credit courses, and we will provide resources to students and families explaining the benefits of these courses. Additionally teachers of these courses will provide students with support (ie. tutoring, remediation, interventions, supplemental resources) to be successful in these courses. Title I teacher (Data Specialist) will support the campus in collecting information on students (STAAR data, academic placement, PLC data, etc).	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increase enrollment in honors and high school credit courses from 23-24 SY to 24-25 SY. **Staff Responsible for Monitoring:** Campus admin, data specialist, department chairs, counselors, dean of students **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 **Funding Sources:** Data Specialist - 211 - Title I, Part A, Creating Thinking Classroom books as well as dry erase sheets and markers for students to use. - 211 - Title I, Part A - $500, Poster paper for teachers to make anchor charts to help serve our large EB population. - 211 - Title I, Part A - $300, Scholastic Magazines for our ELA classes - 211 - Title I, Part A - $4,000			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our campus was highly impacted in the areas of parent/community participation by COVID 19. The results of the impact resulted in lack of parent involvement on campus and at campus sponsored events. **Root Cause**: COVID 19 forced campuses to shut down/limit access to parents/community members. District re-zoning has caused a shift in student enrollment and population, decreasing parent and community participation.

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.

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

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.

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.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: With student involvement in the BLT, Student Council, AVID, Cheer, and NJHS, we will provide students a platform to express their needs and provide input towards campus goals and objectives. Students are able to participate in school/teacher sponsored clubs to afford them a sense of belonging and community. Students can also share interest levels of extracurricular clubs in which teachers could guide, sponsor, and mentor them as they are engaging in activities of common interests for both teachers and students.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students will partner with teachers on areas of interest to grow them outside of the formal academic setting. This process will build student/teacher relationships and increase student participation and sense of belonging and a voice in opportunities on campus. **Staff Responsible for Monitoring:** Campus administration, campus staff, club sponsors **Title I:** 2.5, 2.6 **Problem Statements:** School Processes & Programs 1			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: With significant changes in enrollment based on the 2022-23 school year rezoning and continued geographic changes in the area for the current school year, DeLay Middle School needs to adjust the processes and programs to ensure students continue to be successful while not reducing or adversely impacting access to programs. **Root Cause**: District rezoning that occurred in 2022-23 reduced DeLay Middle School's enrollment figures. Continued geographic shifting within the campus zoning has caused a further drop in enrollment. Additionally, with changes in leadership in the prior year, students and staff are still adjusting to the current leadership.

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.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Through the use of RaaWee, student and parent informed meetings, and newsletter communication, we will express the importance of school attendance and parent/doctor notes to help decrease the amount of student absenteeism.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Decrease the number of truant students by 20% for the 23-24 SY. **Staff Responsible for Monitoring:** Campus administration, dean of students, attendance clerk, assistant attendance clerk, campus translator. **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** School Processes & Programs 1			

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

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: With significant changes in enrollment based on the 2022-23 school year rezoning and continued geographic changes in the area for the current school year, DeLay Middle School needs to adjust the processes and programs to ensure students continue to be successful while not reducing or adversely impacting access to programs. **Root Cause**: District rezoning that occurred in 2022-23 reduced DeLay Middle School's enrollment figures. Continued geographic shifting within the campus zoning has caused a further drop in enrollment. Additionally, with changes in leadership in the prior year, students and staff are still adjusting to the current leadership.

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.

   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.

> **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 BEHAVIOR GOAL AND STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST CAMPUS IN MEETING TARGETED OUTCOME DETERMINED BY CAMPUS.

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize the strategies presented during Restorative Practices training provided to the teachers during August professional learning to reduce the number of out of placement disciplinary actions. After school tutoring and transportation will be provided to students three days a week to reinforce expectations for learning and academic success.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Decrease the number of out of placement discipline outcome determine actions **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Transportation, tutoring - 211 - Title I, Part A - $10,000			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Performance Objective 6 Problem Statements:

School Processes & Programs
Problem Statement 1: With significant changes in enrollment based on the 2022-23 school year rezoning and continued geographic changes in the area for the current school year, DeLay Middle School needs to adjust the processes and programs to ensure students continue to be successful while not reducing or adversely impacting access to programs. **Root Cause**: District rezoning that occurred in 2022-23 reduced DeLay Middle School's enrollment figures. Continued geographic shifting within the campus zoning has caused a further drop in enrollment. Additionally, with changes in leadership in the prior year, students and staff are still adjusting to the current leadership.

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.

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.

    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.

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.

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).

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).

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

Strategy 1 Details	Formative Reviews		
Strategy 1: We will create and implement more frequent teacher committee meetings, department head/team lead meetings, admin meetings, BLT meetings in an effort to gain diverse perspectives and provide each teacher a voice with campus decision making. Provide an opportunity for staff to share concerns and ideas to create a culture of uniformity and belonging.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Based on the results of the 22-23 SY Pulse Survey, we will see an increase in staff perception of teacher involvement in decision making for the campus and items that involve the teacher/staff member content area. **Staff Responsible for Monitoring:** Campus administration, committee leadership, department heads/team leads **Title I:** 2.6 **Problem Statements:** Student Learning 1			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: DeLay Middle School received an overall rating of 73 by the Texas Education Agency, which is based exclusively on student STAAR test scores. This grade reflects a letter grade of C, meaning there is room for improvement. **Root Cause**: A large percentage of our student population continues to have significant learning gaps to overcome following the pandemic. Additionally, our campus has had a large influx of emergent bilingual students enrolling with fewer than 1 year in US Schools.

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).

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 1.1 ON SCORECARD.

High Priority

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

Strategy 1 Details		Formative Reviews		
Strategy 1: Post the Recognize Someone QR codes/flyers around the campus, place in the weekly newsletter sent to parents and staff, advertize it during campus meetings (staff, PTA, BLT, etc.) and on the electronic marquee for community and parent visibility. Celebrate students during monthly PTA meetings, within the newsletter, and on daily announcements.		**Formative**		
		Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increase staff and family participation in the district's "Recognize Someone" initiative on our campus by 20% from the 22-23 SY. **Title I:** 2.6, 4.1, 4.2 **Problem Statements:** Demographics 1 - Perceptions 1				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our campus was highly impacted in the areas of parent/community participation by COVID 19. The results of the impact resulted in lack of parent involvement on campus and at campus sponsored events.   **Root Cause**: COVID 19 forced campuses to shut down/limit access to parents/community members. District re-zoning has caused a shift in student enrollment and population, decreasing parent and community participation.

Perceptions
Problem Statement 1: Previous changes in campus leadership and staff turnover may have reduced positive public perceptions of the campus.   **Root Cause**: Prior changes in administration and previous negative perceptions caused instability in staff retention. Going forward, continued efforts to improve retention and positive communication both campus-wide and district-wide will be critical to improving public perceptions of the campus.

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.

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	Formative Reviews		
Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures. Student residency is verified.	**Formative**		
RaaWee will be used to monitor absences and parent notification given when students are absent.	**Nov**	**Feb**	**May**
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 **Problem Statements:** Demographics 1			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our campus was highly impacted in the areas of parent/community participation by COVID 19. The results of the impact resulted in lack of parent involvement on campus and at campus sponsored events.   **Root Cause**: COVID 19 forced campuses to shut down/limit access to parents/community members. District re-zoning has caused a shift in student enrollment and population, decreasing parent and community participation.

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	Formative Reviews		
Strategy 1: At-risk students will be identified using available data.	**Formative**		
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. 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.	**Nov**	**Feb**	**May**

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
    Problem Statements: Student Learning 1			

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

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: DeLay Middle School received an overall rating of 73 by the Texas Education Agency, which is based exclusively on student STAAR test scores. This grade reflects a letter grade of C, meaning there is room for improvement. **Root Cause**: A large percentage of our student population continues to have significant learning gaps to overcome following the pandemic. Additionally, our campus has had a large influx of emergent bilingual students enrolling with fewer than 1 year in US Schools.

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	Formative 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**		
	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. 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. Campus personnel will be trained in violence prevention and intervention. **Problem Statements:** School Processes & Programs 1			

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

Students receive public acknowledgement for non-academic achievement.
 	
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.
 	
A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests.
 	
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.
 	
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.
    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
 	
    Problem Statements: Student Learning 1 - School Processes & Programs 1			

Strategy 3 Details	Formative Reviews		
Strategy 3: Dating Violence	**Formative**		
	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

Problem Statements: School Processes & Programs 1

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

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: DeLay Middle School received an overall rating of 73 by the Texas Education Agency, which is based exclusively on student STAAR test scores. This grade reflects a letter grade of C, meaning there is room for improvement. **Root Cause**: A large percentage of our student population continues to have significant learning gaps to overcome following the pandemic. Additionally, our campus has had a large influx of emergent bilingual students enrolling with fewer than 1 year in US Schools.

School Processes & Programs
Problem Statement 1: With significant changes in enrollment based on the 2022-23 school year rezoning and continued geographic changes in the area for the current school year, DeLay Middle School needs to adjust the processes and programs to ensure students continue to be successful while not reducing or adversely impacting access to programs. **Root Cause**: District rezoning that occurred in 2022-23 reduced DeLay Middle School's enrollment figures. Continued geographic shifting within the campus zoning has caused a further drop in enrollment. Additionally, with changes in leadership in the prior year, students and staff are still adjusting to the current leadership.

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	Formative Reviews		
Strategy 1: Special program students are accurately identified and appropriately served.	**Formative**		
Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements.	**Nov**	**Feb**	**May**

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.
 	
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.)
 	
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 campus will demonstrate integration of technology in instructional and administrative programs to support student learning.
 	
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.
    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
 	
    Problem Statements: School Processes & Programs 1			

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

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: With significant changes in enrollment based on the 2022-23 school year rezoning and continued geographic changes in the area for the current school year, DeLay Middle School needs to adjust the processes and programs to ensure students continue to be successful while not reducing or adversely impacting access to programs. **Root Cause**: District rezoning that occurred in 2022-23 reduced DeLay Middle School's enrollment figures. Continued geographic shifting within the campus zoning has caused a further drop in enrollment. Additionally, with changes in leadership in the prior year, students and staff are still adjusting to the current leadership.

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	Formative 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.
 	
   Title I:
2.4, 2.5, 2.6
   - TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
   Problem Statements: Student Learning 1
	Formative		

	Nov	**Feb**	**May**

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: DeLay Middle School received an overall rating of 73 by the Texas Education Agency, which is based exclusively on student STAAR test scores. This grade reflects a letter grade of C, meaning there is room for improvement.   **Root Cause**: A large percentage of our student population continues to have significant learning gaps to overcome following the pandemic. Additionally, our campus has had a large influx of emergent bilingual students enrolling with fewer than 1 year in US Schools.