

**Lewisville Independent School District**  
**Durham Middle School**  
**2021-2022 Campus Improvement Plan**



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# Comprehensive Needs Assessment

Revised/Approved: September 23, 2021

## Demographics

### Demographics Summary

Durham Middle School serves a population of 750 students in grades 6th-8th grade. We have seen stabilizing of student population over the last two years. However we have enrolled 178 new students for the 21-22 school year. Our mobility rate continues to be high and our diversity within the student population remains consistent.

Our Ethnicity breakdown is :

African American:44.7%

Hispanic/Latino:32.2%

White:11.5%

Asian:7%

Multi-Race:4.4%

American Indian: <1%

Our special education and other special populations continue to grow.

LEP:18%

GT: 8.2%

Sped:20.51%

504:6.79%

At risk: 47%

Free and reduced lunch program: 68% of students qualify.

We currently have the following numbers by grade level:

6th-241

7th-249

8th-261

Our gender breakdown is as follows:

Male: 53%

Female: 47%

### **Demographics Strengths**

Durham's strength lies within the diversity of our student body and staff and is one of the true testaments to cultural diversity within LISD. We focus on preparing lifelong learners and skill development required for future academic success. We want to promote a culture of high expectations by recruiting students to AVID as well as providing enrichment opportunities through fine arts such as band, choir, orchestra and theater. Several of our students go on to continued success in the Lewisville High School feeder program through participation in extra curricular programs, clubs and organizations.

Data charts are posted by the front entrance, each 9 weeks, inviting all campus stakeholders to be accountable for student learning and growth. Administrators provide relevant and purposeful teacher learning opportunities throughout the year during professional development and PLC's. The campus has embraced the use of Solution Tree training and resources to strengthen the PLC structure and improve student performance.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Despite proactive measures, growth in student mobility rate, student diversity, and special populations has led to higher discipline rates and lower state testing scores, resulting in a required Targeted Improvement Plan from the state. **Root Cause:** The depth of student needs requires flexible responses, making it difficult to provide timely and current academic and social interventions for students in our general populations, as well as special programs such as second language learners, special education, and the highly mobile or homeless.

# Student Learning

## Student Learning Summary

Durham Middle School students performed well on Academic Performance indicators such as the PSAT in which 51% of students indicated they were college and career ready in reading and writing.

Durham Middle School students performed well on Academic Performance indicators such as the PSAT in which 51% of students indicated they were college and career ready in reading and writing. In addition, 35% of students scored well enough to indicate they were college and career ready in math. We offer advanced courses in content areas of Math, Science, Social Studies, English Language Arts, and Spanish. We currently have 57% of our students taking at least one advanced course.

Durham Middle School has developed a Targeted Improvement Plan (TIP), starting in the 2018-19 school year, to address areas of concern in Math and English Language Arts. The TIP addresses goals to raise the level of on-grade level performance for Low Socioeconomic Level students to 50% in these areas. Durham Middle School focused on 2 key elements in the area of the Effective Schools Framework- areas 3.1 and 5.3.

DMS uses iStation, Mindplay and McGraw Hill Studysync screener to assess student reading levels in all three grades, 6th-8th, two times a year in ELA classes. CBA's in math, science, and social studies are also administered to identify and address needs of struggling students. Interventions are determined and implemented through the use of these assessments throughout the year. In addition Durham Middle School will administer TEA Interim assessments in October and March to track student progress ongoing throughout the year.

To enhance student learning, an after-school tutoring program was implemented. Students who met criteria based on data from interim assessment and more were invited to join a teacher-led initiative to develop testing skills and more....

## Student Learning Strengths

Durham students performed well on the PSAT in which 47.8% of our 8th grade students qualified as college and career ready in the area of reading during the 2020-2021 school year. Our Campus profile also shows that 54% of our students were enrolled in a Pre AP/AP course. The 2017 Accountability Rating was Met Standard. Our staff teaming time focused on Rtl and student intervention implementation, and departmental PLC times have led to a focus on using data and interventions to determine what help struggling students might need.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** We were identified as a comprehensive support school due to a failure to meet Index 3: Closing Performance Gaps, a measure of students showing at least 6 months of growth each year. **Root Cause:** Students who fall behind grade-level material tend to stay behind. When these students miss developing crucial foundational skills, they experience significant difficulties in subsequent learning tasks, which widens the gap between them and their grade-level peers. This persistent mismatch between the learning needs of students and the pace and rigor of the high standards of LISD classroom instru

# School Processes & Programs

## School Processes & Programs Summary

Beginning during the summer before the 2021-22 school year Durham Middle School teachers and administrators worked to implement UBD (Understanding by Design) in order to align our Curriculum, Instruction and assessment. During the course of the 2020-21 school year we identified an issue with the level of rigor for semester exams and unit assessments. We worked to develop our 1st semester exams prior to beginning lesson planning and design.

## School Processes & Programs Strengths

A culture of high expectations and positive attitudes among the staff have created a very supportive and collaborative culture at Durham Middle School. Teachers and staff have bought into the PLC process and have embraced the four questions of effective PLCs. It was beneficial to have department chairs attend Solution Tree training and then have a Solution Tree trainer and facilitator come out and work with the entire staff during In-Service.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Our discipline recidivism rate involves a small number of students, but even with the decrease in disciplinary referrals overall and the implementation of restorative practices, these students still have a high referral rate. Although 80% of all DMS students receive no infractions or referrals, the percentage of students receiving repeated referrals has remained high. **Root Cause:** Students who have recurring disciplinary issues are struggling to find an area to invest themselves; for example, they are not in band, athletics, academic UIL, or any clubs. These students are highly mobile and often struggle to maintain friendships with other students for an extended period of time. These social-emotional and relational deficits are difficult to overcome.

# Perceptions

## Perceptions Summary

Durham is building a strong community with a voice in how students are educated. Dragon Pride starts with strong staff and administration involvement and communication. A “Dragon Nation E-News” digital site consisting of the schedule of events is sent out each week by the principal to all parents and students.

The school also hosts coffee talks or Principal meetings (1-2 hour sessions outside school hours) to include feedback from parents each 9 weeks. At these coffee talks, the agenda ranges from the state of the school to question and answer sessions. Additionally, the Durham web page serves as a communication device by providing an up-to-date schedule of events. Because the number of bilingual students has increased, Durham is working to expand communication in the native languages of student families and build stronger relationships.

A parent survey was provided to our community in 2021. Durham Middle School posted one of the highest parent participation rates in the district. On the survey, parents expressed a desire to see an increase in assistance from the school in providing social-emotional support for their children as they navigate their middle school years. These also led to additional dividers being added to the boys’ restroom to increase privacy. The survey results expressed that the level of communication provided by campus staff and administrators is strong.

The Community in Schools site coordinator has created student mentor groups and hosts meditations and other social skill building exercises to build student ownership and accountability in damaged or toxic friendships or interactions. LHS students are also part of tutoring and mentoring multiple students throughout the year and especially during Operation Success. One of the strategies to improve community involvement and perceptions of DMS students is to continue evolving the Men of Distinction and Lunch with a Leader programs, improving student and mentor relationships.

Teachers completed a Panorama survey and this year’s results showed the following favorable ratings:

Educating all Students: 75% (up 8%)

Campus Leadership: 37% from instructional staff (down 18%)

School Climate: 26% from instructional staff (down 5%)

Durham works with Community in Schools to provide mentors, also using Voly.com to reach out to the community and share volunteer opportunities. Parent participation is lower than desired due to many factors, but we continue to invite the community into the school through yearly events such as Black History Night presentations, Hispanic Heritage Night, Asian Pacific Islander Celebration and School Spring Musical. The community is also invited to be part of events like Career Day with guest speakers and more.

To support students who are highly mobile, the school hosts a “New Student Social” for students new to LISD and Durham. Of the 751 students enrolled at Durham Middle School, 178 students were newly enrolled for the 2021-22 school year.

During the year, an attendance committee composed of teachers and administrators will meet regularly to review data and make plans for chronically absentee students.

## Perceptions Strengths

Durham is a close-knit community that works collaboratively with all levels in order to provide a smooth transition from elementary and then to high school. We strive to create an inclusive environment where all students feel a sense of belonging and engagement through our clubs, organizations, PTA, and family-friendly events. With the support of a strong community, we develop well-rounded students who are successful academically and beyond the classroom. Our teachers are invested in their work and building relationships with students while embracing open lines of communication and continually improving their practice.

Durham Middle School has sought to increase parent involvement over the past several years, and recent accomplishments include successful Hispanic Heritage Night and Black History Month celebrations that include parent participation. For Hispanic Heritage Night, over 400 participants attended, a tenfold increase from the 2017-2018 event. The Black History Month Celebration also saw a high attendance rate with a guest speaker and a local author participating.

At a campus level, the focus has been to develop positive relationships with students and develop student accountability, especially through the electives, and all teachers will be trained in restorative practice strategies.

In 2020, there were 28 new staff members hired.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Despite our best efforts, DMS continues to struggle to achieve and sustain high student engagement and investment in the school climate. **Root Cause:** Staff has endeavored to develop a focused system and set of best practices to build and sustain student investment, seeking alternate ways to engage students and build capacity; however, we are still working to find an overall system that addresses a diversity of needs.

# Priority Problem Statements

**Problem Statement 1:** Despite proactive measures, growth in student mobility rate, student diversity, and special populations has led to higher discipline rates and lower state testing scores, resulting in a required Targeted Improvement Plan from the state.

**Root Cause 1:** The depth of student needs requires flexible responses, making it difficult to provide timely and current academic and social interventions for students in our general populations, as well as special programs such as second language learners, special education, and the highly mobile or homeless.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** We were identified as a comprehensive support school due to a failure to meet Index 3: Closing Performance Gaps, a measure of students showing at least 6 months of growth each year.

**Root Cause 2:** Students who fall behind grade-level material tend to stay behind. When these students miss developing crucial foundational skills, they experience significant difficulties in subsequent learning tasks, which widens the gap between them and their grade-level peers. This persistent mismatch between the learning needs of students and the pace and rigor of the high standards of LISD classroom instruction.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Our discipline recidivism rate involves a small number of students, but even with the decrease in disciplinary referrals overall and the implementation of restorative practices, these students still have a high referral rate. Although 80% of all DMS students receive no infractions or referrals, the percentage of students receiving repeated referrals has remained high.

**Root Cause 3:** Students who have recurring disciplinary issues are struggling to find an area to invest themselves; for example, they are not in band, athletics, academic UIL, or any clubs. These students are highly mobile and often struggle to maintain friendships with other students for an extended period of time. These social-emotional and relational deficits are difficult to overcome.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Despite our best efforts, DMS continues to struggle to achieve and sustain high student engagement and investment in the school climate.

**Root Cause 4:** Staff has endeavored to develop a focused system and set of best practices to build and sustain student investment, seeking alternate ways to engage students and build capacity; however, we are still working to find an overall system that addresses a diversity of needs.

**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

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data

## **Student Data: Assessments**

- (STAAR) current and longitudinal results, including all versions
- PSAT
- Local benchmark or common assessments data
- State-developed online interim assessments

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback

## **Employee Data**

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

## **Parent/Community Data**

- Parent surveys and/or other feedback

# Goals

Revised/Approved: September 23, 2021

## Goal 1: Cornerstone 1 / Student Learning

Profound learning for students occurs when we provide meaningful and relevant educational opportunities. In LISD, we are preparing the dreamers to be the doers by developing engaged, collaborative learners who are quipped for success.

### Performance Objective 1: Board Goals:

- \* HB 3 Early Childhood Literacy Reading - % of 3rd graders that score meets grade level on IStation's Indicators of Progress will increase
- \* HB 3 Early Childhood Math - % of 3rd graders that perform at Tier 1 on Istation Math will increase
- \* HB 3 College Career Military Readiness - % of graduates that engage in CCMR related indicators will increase
- \* Implement new and expand existing targeted elementary and secondary learning intervention programs based on student need

### Superintendent Goals:

- \* Implement a minimum of 2 literacy check-ins (one fall/one spring) for K-5 per ES campus
- \* Identify prioritized TEKS from the BOY MS reading assessment to determine readiness for grade-level work
- \* Determine growth expectations for students using early childhood math BOY 2020 comparisons to EOY 2021
- \* Utilize readiness dashboard to identify and target students for readiness as the campus level
- \* Provide support to campuses in creating intervention programs for summer 2021 and beyond

### DIP Goals:

- \* Conduct content alignment walks with campus leadership and Learning & Teaching leaders in a manner that provides data analysis to achieve 80% of content walks indicate alignment of curriculum and instruction (virtual and in-person)
- \* Align PLC focus areas with CIP goals and utilize PLCs effectively to make gains on CIP goals and increase graduation rates
- \* Increase graduation rate through the use of early warning systems (dashboard, counselors, etc)
- \* Utilize trend data to understand and monitor elements of the student learning experience, including student engagement, technology usage, & lesson design strategies. Determine future actions to ensure learning is engaging and relevant to students

CAMPUSES DETERMINE STRATEGIES FOR PERFORMANCE OBJECTIVE 1 THAT WILL HELP MEET GOALS THAT APPLY TO THEIR LEVEL

### HB3 Goal

**Evaluation Data Sources:** BOY and EOY assessments, dashboard data, walk data including TREND and content walks.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Durham will offer and relate various opportunities for professional learning through scheduled lunch and learns in which staff presents best practices to allow for diversification of instructional strategies on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Professional diversification of instructional practices will be evidenced by teacher lesson plans and student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coaches and Teachers.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will receive extra support through small group interventions, after school tutorials, and Saturday Tutorials to address gaps in learning from previous, as well as current, year gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Individualize student support based on needs to make strides in closing identified learning gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and classroom teachers.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Tutors - 211 - Title I, Part A - 211-11-6117-0000-056-30-000-840-2110000000-G022 - \$4,623</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> We were identified as a comprehensive support school due to a failure to meet Index 3: Closing Performance Gaps, a measure of students showing at least 6 months of growth each year. <b>Root Cause:</b> Students who fall behind grade-level material tend to stay behind. When these students miss developing crucial foundational skills, they experience significant difficulties in subsequent learning tasks, which widens the gap between them and their grade-level peers. This persistent mismatch between the learning needs of students and the pace and rigor of the high standards of LISD classroom instru</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Despite our best efforts, DMS continues to struggle to achieve and sustain high student engagement and investment in the school climate. <b>Root Cause:</b> Staff has endeavored to develop a focused system and set of best practices to build and sustain student investment, seeking alternate ways to engage students and build capacity; however, we are still working to find an overall system that addresses a diversity of needs.</p>

**Goal 1: Cornerstone 1 / Student Learning**

Profound learning for students occurs when we provide meaningful and relevant educational opportunities. In LISD, we are preparing the dreamers to be the doers by developing engaged, collaborative learners who are quipped for success.

**Performance Objective 2:** I create an environment optimal for learning: Create a safe environment to allow students to take risks and learn from mistakes; Intentionally teach classroom structures and routines; Differentiate instruction for all students.

**Evaluation Data Sources:** Trend walkthrough data; graduation rate data, literacy data; linguistic accommodations walkthroughs.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Durham will utilize Math and ELA instructional coaches to continue to build teacher capacity within our PLC structure to improve the quality of education and enhance student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus PLCs will improve teacher capacity to analyze data, design engaging lessons, and develop their instructional practice in order to improve student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Teachers - 211 - Title I, Part A - 211-13-6117-0000-056-30-000-840-2110000000-G022 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> We were identified as a comprehensive support school due to a failure to meet Index 3: Closing Performance Gaps, a measure of students showing at least 6 months of growth each year. <b>Root Cause:</b> Students who fall behind grade-level material tend to stay behind. When these students miss developing crucial foundational skills, they experience significant difficulties in subsequent learning tasks, which widens the gap between them and their grade-level peers. This persistent mismatch between the learning needs of students and the pace and rigor of the high standards of LISD classroom instru</p>

## **Goal 2: Cornerstone 2/ Student Experience**

A thriving student experience comes from an environment that engages and connects students to each other and with staff. In LISD, we know that students thrive when they are engaged in their learning and feel a sense of belonging in our schools. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways.

### **Performance Objective 1: Board Goals:**

- \* Ensure students are college and career-ready based on LISD readiness indicators
- \* Continue to develop the whole child, fostering the social and emotional skills needed to thrive in a diverse and dynamic world

### **Superintendent Goals:**

- \* Expand readiness indicators and complete early warning indicators on the dashboard for campus usage
- \* Ensure all students have contact with a counselor through a minimum of two touch points as part of delivering a comprehensive school counseling curriculum/program as outlined by the Texas Model for School Counseling
- \* Ensure counselor continue to track various meeting types with students, increase the percentage of students meeting with counselors

### **DIP Goals:**

- \* Complete all campus emergency drills and scheduled safety and security audits
- \* Decrease disproportionate out-of-placement disciplinary actions - utilize proactive measures to establish relationships with student groups to provide an inclusive and positive learning environment connected to the work of cultural proficiency, Restorative practices, Second Steps, and CHAMPS
- \* Implement Second Steps Curriculum at the elementary level in order to increase student social and emotional learning with 18 campuses implementing as teacher-led. Monitor and analyze data
- \* Ensure all students receive support and guidance from a counselor through a minimum of two touch points
- \* Utilize early warning dashboard to continue to develop the whole child and decrease the % of under-participation of secondary students engaged in extra-curricular activities, clubs, and/or organizations
- \* Identify and utilize performance tasks at specific grade levels and content areas
- \* All HS will complete Common Sense School requirements with support of the Digital Learning Department. Provide guidance to campuses for renewal of recognition every 2 years.

## **CAMPUSES DETERMINE STRATEGIES FOR PERFORMANCE OBJECTIVE 1 THAT WILL HELP MEET GOALS THAT APPLY TO THEIR LEVEL**

**Evaluation Data Sources:** Readiness dashboard, counselor data, student survey, discipline data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Resources in the learning environment will attend to the social, emotional, and physical needs of students in order to support student independence in learning.</p> <p><b>Strategy's Expected Result/Impact:</b> We hope to create a conducive learning environment that will allow for higher student achievement by being able to utilize a blended learning format.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, faculty, and staff.</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> Flex Furniture - 211 - Title I, Part A - 211-11-6399-0000-056-30-456-840-2110000000-G022 - \$13,855</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> Despite our best efforts, DMS continues to struggle to achieve and sustain high student engagement and investment in the school climate. <b>Root Cause:</b> Staff has endeavored to develop a focused system and set of best practices to build and sustain student investment, seeking alternate ways to engage students and build capacity; however, we are still working to find an overall system that addresses a diversity of needs.</p>

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A thriving student experience comes from an environment that engages and connects students to each other and with staff. In LISD, we know that students thrive when they are engaged in their learning and feel a sense of belonging in our schools. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways.

**Performance Objective 2: I create safe and inclusive opportunities.**

**Evaluation Data Sources:** Students progress reports, and higher percentage of students passing all classes.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Durham will provide snacks, water, and transportation after school for students who attend tutorials, clubs, and Saturday School.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student opportunity for academic success through bussing and snacks at after-school events.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1 - Perceptions 1</p> <p><b>Funding Sources:</b> Buses - 211 - Title I, Part A - 211-34-6299-0000-056-30-456-840-2110000000-G022 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> We were identified as a comprehensive support school due to a failure to meet Index 3: Closing Performance Gaps, a measure of students showing at least 6 months of growth each year. <b>Root Cause:</b> Students who fall behind grade-level material tend to stay behind. When these students miss developing crucial foundational skills, they experience significant difficulties in subsequent learning tasks, which widens the gap between them and their grade-level peers. This persistent mismatch between the learning needs of students and the pace and rigor of the high standards of LISD classroom instru</p>
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**Goal 3: Cornerstone 3/ Resource Stewardship**

In LISD, when we say we want to be good stewards of our resources, we aren't just talking about taxpayer dollars. Resource stewardship is about three things: our time, talent, and treasure. We will strike a positive work/life balance with our time, nurture our talents as educators through meaningful professional learning, and manage our treasure in a fiscally responsible way while still meeting student needs.

**Performance Objective 1: Board Goals:**

- \* Review and implement agreed upon findings from current and future internal audit reports when completed
- \* Create and evaluate various fiscal options for future debt, future financial ramifications, and future facility and technology needs

**Superintendent Goals:**

- \* Increase the retention rates of first year teachers to 90% by developing skilled teachers who feel supported and a sense of belonging so they stay in LISD.
- \* Develop short-term and long-term calendar of various efforts

**DIP Goals:**

- \* Maximize the use of technology investment and resources to enhance student learning and experience
- \* Facilitators will focus on district priority learning for teachers depending on grade level/content area and CIP goals
- \* Respond to new 87th legislative session requirements

**CAMPUSES DETERMINE STRATEGIES FOR PERFORMANCE OBJECTIVE 1 THAT WILL HELP MEET GOALS THAT APPLY TO THEIR LEVEL**

**Evaluation Data Sources:** Survey data, views on resources, leadership opportunities.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teacher support via campus mentor program, monthly meetings to ensure support of new-to-Durham staff, and foster connections with LISD content facilitators.</p> <p><b>Strategy's Expected Result/Impact:</b> We will see a higher retention rate of staff.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and campus mentor teachers.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

## Demographics

**Problem Statement 1:** Despite proactive measures, growth in student mobility rate, student diversity, and special populations has led to higher discipline rates and lower state testing scores, resulting in a required Targeted Improvement Plan from the state. **Root Cause:** The depth of student needs requires flexible responses, making it difficult to provide timely and current academic and social interventions for students in our general populations, as well as special programs such as second language learners, special education, and the highly mobile or homeless.

**Goal 3: Cornerstone 3/ Resource Stewardship**

In LISD, when we say we want to be good stewards of our resources, we aren't just talking about taxpayer dollars. Resource stewardship is about three things: our time, talent, and treasure. We will strike a positive work/life balance with our time, nurture our talents as educators through meaningful professional learning, and manage our treasure in a fiscally responsible way while still meeting student needs.

**Performance Objective 2: I use resources in an effective and efficient way that serves others**

**Evaluation Data Sources:** Facilitator logs, Eduphoria workshop registrations, walkthroughs, technology usage data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Our behavioral interventionist will work to support teachers by providing classroom management strategies and individual student success plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will provide targeted supports that improve student learning and behavior.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 30%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Despite proactive measures, growth in student mobility rate, student diversity, and special populations has led to higher discipline rates and lower state testing scores, resulting in a required Targeted Improvement Plan from the state. <b>Root Cause:</b> The depth of student needs requires flexible responses, making it difficult to provide timely and current academic and social interventions for students in our general populations, as well as special programs such as second language learners, special education, and the highly mobile or homeless.</p>

#### **Goal 4: Cornerstone 4/ Community Engagement**

We believe education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategies partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community.

#### **Performance Objective 1: Board Goals:**

- \* Increase opportunities for authentic stakeholder engagement (staff, parents, community members, and business partners)
- \* Continue to enhance cultural proficiency within the organization through authentic engagement

#### **Superintendent Goals:**

- \* Administer surveys to various groups to gain feedback
- \* Hire a consultant for a new Strategic Planning process
- \* Increase opportunities for authentic stakeholder engagement and measure engagement levels
- \* Continue implementation of Restorative Practices and utilize survey data to determine ongoing student and campus needs
- \* Implement common learning expectation in every summer professional learning opportunity about student health and well-being

#### **DIP Goals:**

- \* Increase student participation in job-embedded learning opportunities and engage with local businesses
- \* Conduct student survey to obtain feedback on schoolwide experience and campus culture
- \* Implement ongoing customer service training to enhance customer experience through lens of cultural proficiency. Utilize raptor survey results for additional campus supports
- \* Continue to foster culture champions through authentic engagement and learning (quarterly information and support for campus and district leaders in continuous learning)
- \* Continue to implement Restorative Practices with fidelity to impact discipline and culture

**CAMPUSES DETERMINE STRATEGIES FOR PERFORMANCE OBJECTIVE 1 THAT WILL HELP MEET GOALS THAT APPLY TO THEIR LEVEL**

**Evaluation Data Sources:** Attendance records, views, and shares surveys, discipline data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers in all 3 grades will receive Restorative Practices training or a refresher training. Campus has adopted universal treatment agreements in every classroom along with other supporting restorative practices.</p> <p><b>Strategy's Expected Result/Impact:</b> The increased support for students with recurrent discipline issues will result in a decrease of students out of placement or missing instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Behavior Interventionist</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> Our discipline recidivism rate involves a small number of students, but even with the decrease in disciplinary referrals overall and the implementation of restorative practices, these students still have a high referral rate. Although 80% of all DMS students receive no infractions or referrals, the percentage of students receiving repeated referrals has remained high. <b>Root Cause:</b> Students who have recurring disciplinary issues are struggling to find an area to invest themselves; for example, they are not in band, athletics, academic UIL, or any clubs. These students are highly mobile and often struggle to maintain friendships with other students for an extended period of time. These social-emotional and relational deficits are difficult to overcome.</p>

**Goal 4: Cornerstone 4/ Community Engagement**

We believe education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategies partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community.

**Performance Objective 2:** I actively involve community partners in campus and district initiatives.

**Evaluation Data Sources:** Number of people who attend parent events, join PTA, and volunteer to serve.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Durham will promote campus volunteer opportunities in the district volunteer management system (VOLY) through active PTA and additional communication.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased volunteer opportunities will lead to a greater sense of community and a more positive perception of Durham. Students and teachers will recognize the value of community support.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> Supplies for Parent Involvement Events - 211 - Title I, Part A - 211-61-6499-0000-056-30-456-840-2110000000-G022 - \$1,375, Teachers for Parent Involvement Event - 211 - Title I, Part A - 211-61-6117-0000-056-30-000-840-2110000000-G021 - \$1,378.56</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> Despite our best efforts, DMS continues to struggle to achieve and sustain high student engagement and investment in the school climate. <b>Root Cause:</b> Staff has endeavored to develop a focused system and set of best practices to build and sustain student investment, seeking alternate ways to engage students and build capacity; however, we are still working to find an overall system that addresses a diversity of needs.</p>

**Goal 5: 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; family and community involvement records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Student test data will be disaggregated by faculty and staff to identify student needs, including an assessment of the academic achievement for each student in the school, by (1) the "student achievement" domain, (2) the "school progress" domain, and (3) the "closing the gaps" domain.</p> <p>Intensive accelerated instruction will be provided to students not meeting minimum expectations; examples include tutorials, summer school, mentor programs, response to intervention, etc.</p> <p>Parent/guardian will be notified about academic progress through teacher/parent conferences, information on what the school will do and what parents can do, progress reports, report cards, etc. The campus will provide opportunities for the participation of all parents in a format and, to the extent practicable, in a language that the parents understand.</p> <p>Failure rates will be used to identify students' needs, and students at risk.</p> <p>Campus will provide strategies to attract highly qualified teachers to high need students, provide instruction by highly qualified teachers, provide professional development for campus staff in assisting all students to meet the state's challenging content and performance standards, assist teachers to meet certification requirements and paraprofessionals to meet highly qualified requirements (if applicable), ensure smooth transition for students from early childhood programs and from elementary to middle school and middle school to high school, coordinate funds to increase student achievement, and utilize teachers regarding the use of academic assessments for providing information and improving the achievement of individual students. Specific methods noted in campus goals above.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 6: State and Federal 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; STAAR scores, local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parents, the staff, and the student body are informed of student attendance procedures.</p> <p>A process is used to refer students with excessive absences to the counseling and/or health services departments.</p> <p>Truancy charges are regularly filed when appropriate.</p> <p>Parent notification is given when students are absent.</p> <p>Student residency is verified.</p> <p>Strategies are implemented to increase parental involvement.</p> <p>Training is provided for parents regarding how to utilize technology to monitor student progress and achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance records demonstrating appropriately high levels</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 6: State and Federal 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; local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> At-risk students will be identified using available data.</p> <p>Students will be provided opportunities to explore career options.</p> <p>Procedures will be used to ensure accurate coding/tracking of withdrawals.</p> <p>The RtI process is utilized to provide early intervention for struggling students.</p> <p>Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement; 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</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>30%</p> </div> <div style="width: 200px; height: 100px;"></div> <div style="width: 200px; height: 100px;"></div> <div style="width: 200px; height: 100px;"></div> </div>			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 6: State and Federal 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:** STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> A proactive plan identifies and helps troubled youth.</p> <p>Students receive public acknowledgement for non-academic achievement.</p> <p>Students participate in activities that foster positive teacher/student relationships.</p> <p>The student code of conduct is available online and copies are available to students and reviewed with students by teachers.</p> <p>Orientation is held.</p> <p>Civic responsibility and community service and community involvement are encouraged.</p> <p>Students will expand their involvement in extracurricular and co-curricular activities, and ensure that all students participate in the school's required physical activities.</p> <p>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.</p> <p>Staff development opportunities are offered to appropriate personnel in order to help facilitate achievement of this goal.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement, student attendance records demonstrating appropriately high levels</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div data-bbox="1444 207 1543 305" style="text-align: center;">  <p>30%</p> </div>			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 6: State and Federal 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; family and community involvement records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Special program students are accurately identified and appropriately served.</p> <p>Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements.</p> <p>Special education services are provided to students as determined by the ARD committee.</p> <p>G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students.</p> <p>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.)</p> <p>Campus personnel utilize appropriate interventions for students with special needs.</p> <p>The RtI team is in place and appropriately trained to serve students.</p> <p>Campus personnel will be trained in violence prevention and intervention.</p> <p>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.).</p> <p>Teachers receive training and support to differentiate instruction to meet the needs of all students.</p> <p>The campus will demonstrate integration of technology in instructional and administrative programs to support student learning.</p> <p>Strategies will be implemented for recruiting highly effective teachers</p> <p>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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement.</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

# State Compensatory

## Budget for Durham Middle School

**Total SCE Funds:**

**Total FTEs Funded by SCE: 3**

**Brief Description of SCE Services and/or Programs**

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## Personnel for Durham Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Melanie Lawery	Grant Teacher	1
Michelle Castine	Grant Teacher	1
Tony Ramsey	Behavior Interventionist	1