Lewisville Independent School District

DeLay Middle School

2026-2027 Campus Improvement Plan



Mission Statement

Engaging and inspiring learners and leaders in pursuit of growth and purpose.

Vision

All students are confident, equipped and empowered to thrive in the future they imagine.

Value Statement

Value Proposition

LISD delivers an exceptional educational experience in partnership with the community. Traditions unite us and the strength of our academic and extracurricular programs inspires everyONE to find their path.

Beliefs

- We believe students are the center of our learning community
- We believe h igh quality and caring staff are the heart of a learning culture

- We believe our commitment to progress and stewardship ensures future success
- We believe safe and nurturing environments cultivate growth and well-being for all
- We believe meaningful accountability encompasses more than test scores
- We believe education is a shared responsibility built on authentic partnerships with students, families, staff, and the community

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

Breakdown of student information per our current Edugence data:

Student population: 598

African-American 13%
Hispanic 76%
White 6%
Asian 1%
2+ Races 3%

Economically disadvantaged 87.2%

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. We provide dedicated Reading Labs for our Newcomer and Intermediate EBs, as well as a variety of community and school resources for our at-risk families.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student groups identified by TEA as accountability groups for 2027, including all students, Hispanic, African-American, and High Focus (i.e. At-Risk) students are all between 4% and 15% away from state-established levels.
Root Cause: Students come to school with learning gaps, but to date DeLay has not successfully closed those gaps for a high enough percentage of students.

Student Learning

Student Learning Summary

Closing the Gaps Data 2025-2026:

https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&_program=perfrept.perfmast.sas&_debug=0&ccyy=2026&lev=C&id=061902050&prgopt=reports/acct/domain3.sas

Academic Growth Data 2025-2026:

https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&_program=perfrept.perfmast.sas&_debug=0&ccyy=2026&lev=C&id=061902050&prgopt=reports/acct/domain3.sas

DeLay has received an F rating from the state for the 3rd consecutive year in a row, including two straight at 59%. Our Domain 2 data, in particular 2A (Academic Growth) was disappointing considering the efforts and systems put in place in 25-26 (Leveled Up Learning, use of Title 1 tutors, Harvester 101 elective).

Particular low points in the data include Math in general, performance among African-American students, and 7th grade data in general.

Student Learning Strengths

Data bright spots included attendance, TELPAS growth, scores from Algebra 1, relative growth in ELA, and relative growth in 8th grade.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Tier I instruction across the campus needs to improve in order to raise the academic level of all students, with the goal of each student increasing by one band (i.e. DNM High --> Accomplished Low) on the 26-27 STAAR exams in Math and ELA.
Root Cause: Administration and support staff need to do a better job ensuring that all teachers are actively monitored when it comes to daily instruction, receive timely feedback, and are supported as they work on action steps and goals throughout the year.

School Processes & Programs

School Processes & Programs Summary

At DeLay Middle School, teachers and staff work with departments and partner teachers to set and meet PLC goals based on recent data. This year, with the addition of a PLC period for Math and ELA teachers, PLCs are more highly structured and meet regularly to address instructional needs. We also have an MTSS program to discuss students whose academic and/or behavioral struggles need to be discussed before considering possible SPED or 504 referrals.

DeLay added a House system in the 24-25 school year, with all students and staff placed into one of four Houses. Students can earn "bucks" daily for themselves and their Houses, which also enters them into a weekly drawing for prizes. Each month, the House with the most bucks wins the House Cup, including decorating the cafeteria with the House color and eating outside that day. This year, we added a school store where students can spend their bucks, as well as bucks given every three weeks for grades, behavior, and attendance.

Our theme this year is "Chart Your Path", and as a campus we are guided by The DeLay Path, which outlines our beliefs, objectives, expectations, and culture. This includes a strong focus on Tier I instruction, including a range of questioning strategies, Compass Points that help define how instruction will be measured, and a set of shared practices about how we prioritize our students and each other.

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

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Although the focus is on Tier I instruction, there remains a strong need to help close academic, linguistic, and social-emotional gaps in a high-percentage of DeLay's students.
Root Cause: Gaps in learning exist for the majority of DeLay students due to limited educational access, late or inconsistent exposure to English, lack of academic-minded home support, and other student-specific factors.

Perceptions

Perceptions Summary

For the 26-27 school year, parent communication and involvement will continue to be one of the target areas for campus goals. Communication with parents will be presented in both English and Spanish whether the communication is in print or verbal. This is aided by the addition of a bilingual principal and the Parent Link mass notification system which makes translating messages easier than ever. We also foresee a positive change in school climate and school sprit due to structural enhancements and decor on the campus, the third year of implementation of our House system, and an alignment of campus wide academic and discipline goals. Parents will be invited to not only support their student in extracurricular activities, but to also participate in the PTA, BLT, and activities specifically targeted to engage parents and the community. Additionally, staff, students, and parents will be encouraged to participate in district-wide leadership and volunteer programs.

25-26 Parent Survey Results

Are satisfied overall 93%
My child is glad to come to school 96%
My child’s health and wellness are supported 96%
Parents feel welcomed at school and are involved 96%
School staff communicates well with families 94%
Teachers do whatever it takes to help my child meet academic standards 93%

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 school climate is that it is safe and welcoming. Staff surveys, both formal and informal, indicate that new processes and programs implemented by the administrative team have facilitated increased student success. We have seen a significant increase in positive feedback from students, parents, and staff members. The additions of the DeLay House system, cultural nights, more focus on the PTA and more meaningful evening events will only help with perception of our campus.

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Problem Statement 1: Tier I instruction across the campus needs to improve in order to raise the academic level of all students, with the goal of each student increasing by one band (i.e. DNM High --> Accomplished Low) on the 26-27 STAAR exams in Math and ELA.

Root Cause 1: Administration and support staff need to do a better job ensuring that all teachers are actively monitored when it comes to daily instruction, receive timely feedback, and are supported as they work on action steps and goals throughout the year.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Student groups identified by TEA as accountability groups for 2027, including all students, Hispanic, African-American, and High Focus (i.e. At-Risk) students are all between 4% and 15% away from state-established levels.

Root Cause 2: Students come to school with learning gaps, but to date DeLay has not successfully closed those gaps for a high enough percentage of students.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Challenges at DeLay may affect the community's perception of our campus in a negative way.

Root Cause 3: Our accountability rating, the need for the federal TAP, below average STAAR scores, past and present behavior concerns, and regular changes to administration and teacher staffing have all contributed to the possible negative perceptions in the community.

Problem Statement 3 Areas: Perceptions

Goals

Revised/Approved: September 25, 2026

Goal 1: Student Learning - Engage students in real-world connected learning experiences that drive academic growth and develop transferable skills, ensuring students use their curiosity and critical thinking to prepare for success in their future.

Performance Objective 1: Increase student achievement and growth through mastery of transferable skills, enabling learners to explore, apply knowledge, and navigate new challenges.

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

High Priority

HB3 Goal

Evaluation Data Sources: Campus scorecard measures to include
ES and MS - iReady reading and math
HS - GPA and CCMR measures

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Secure temporary Title I tutors to support our work in both Math and Reading. **Strategy's Expected Result/Impact:** Utilizing experienced tutors, we will target students whose data suggests that with some additional support they will move up at least one band on state assessment. Small group Tier II instruction using the curriculum, iReady, and some foundational resources will impact all students' STAAR scores positively. **Staff Responsible for Monitoring:** Admin, Math and ELA teachers, tutors, instructional facilitators **Funding Sources:** T1 Salary Adjustment for 100%, one time payment and increase of benefits - 211 - Title I, Part A - 211 E 6119 STF - $1,373, Temporary Title I tutors - 211 - Title I, Part A - 211 E 11 6117 00 050 7 24 TMP 842 0000 - $78,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Provide tutoring for students in Reading and Math both after school twice weekly and one Saturday per month. **Strategy's Expected Result/Impact:** Using all available academic data, including recent STAAR tests, unit tests, and iReady reports, we will invite students to both after school and Saturday learning sessions that target high-impact TEKS and test-taking strategies with the goal of moving all students up at least one band on the 26-27 STAAR. **Staff Responsible for Monitoring:** Admin, Math and ELA teachers, facilitators, instructional coach **Funding Sources:** Bus transportation - 211 - Title I, Part A - 211 E 34 6412 00 050 7 24 450 842 0000 - $3,500, Paying Saturday School teachers - 211 - Title I, Part A - 211 E 11 6117 00 050 7 24 000 842 0000 - $10,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Student Learning - Engage students in real-world connected learning experiences that drive academic growth and develop transferable skills, ensuring students use their curiosity and critical thinking to prepare for success in their future.

Performance Objective 2: Consistent implementation of high-yield instructional strategies with fidelity that are aligned with the district curriculum and One Vision framework to create learning experiences that meet student needs and promote academic growth.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include readiness dashboard data and walkthrough data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Secure paper, supplies, and academic materials that will enable teachers to increase the quality of their instruction and the students' learning. **Strategy's Expected Result/Impact:** Purchase of these materials will improve Tier I and Tier II instruction, as evidenced by walkthroughs and test scores. **Staff Responsible for Monitoring:** Admin, Facilitators, Instructional Coach, Core teacher **Funding Sources:** Paper - 211 - Title I, Part A - 211 E 11 6399 00 050 7 24 450 842 0000 - $1,500, Supplies - 211 - Title I, Part A - 211 E 11 6399 00 050 7 24 450 842 0000 - $1,000, Know/Show charts - 211 - Title I, Part A - 211 E 11 6399 00 050 7 24 450 842 0000 - $4,500				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Student Experience - Cultivate safe and positive learning environments where relationships foster a sense of belonging and wellbeing, empowering students to grow into confident and engaged contributors of the world around them.

Performance Objective 1: Implement proactive structures for success to maintain safe and orderly learning environments that foster positive relationships and cultivate belonging.

*Includes campus behavior goal strategies

High Priority

Evaluation Data Sources: Scorecard measures to include student and parent survey results, discipline data, walkthrough data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Strategies to achieve campus behavior goal. Implementation of Safe and Civil and Restorative Practices.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Student Experience - Cultivate safe and positive learning environments where relationships foster a sense of belonging and wellbeing, empowering students to grow into confident and engaged contributors of the world around them.

Performance Objective 2: Utilize collaborative and early intervention systems to maximize student presence, active participation, and direct student contribution to shaping campus culture.

*Strategies included if this is a campus priority.

Evaluation Data Sources: scorecard measures to include attendance rate, student survey results.

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 1: Maintain long-range financial stability through strategic long-term planning that aligns resource allocation, capital facility management, and fiscal reserves.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include finance reports, efficiency and assessment reports

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 2: Maximize impact through the implementation of flexible and transformational models to optimize resource utilization and staff productivity.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include finance reports, enrollment reports, efficiency reports

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 3: Advance the community's understanding of the state and district finances through proactive outreach and advocacy, to build informed partners in navigating complex decisions.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include feedback and input data.

Goal 4: Strategic Investment - Build and sustain a community of skilled staff united by a shared purpose and a sustainable commitment to our mission, supported by professional growth and systems necessary for a high-performing workforce.

Performance Objective 1: Implement strategic systems to attract, certify, and fairly compensate a dedicated staff, while supporting ongoing growth and instructional expertise.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include waviers

Goal 4: Strategic Investment - Build and sustain a community of skilled staff united by a shared purpose and a sustainable commitment to our mission, supported by professional growth and systems necessary for a high-performing workforce.

Performance Objective 2: Strengthen collaborative feedback loops to build trust, inform decision-making, and build collaborative ownership of mission and culture

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measure to include campus feedback loop results

Goal 5: Community Engagement - Strengthen partnerships with our families, students, staff, and community to engage in unified communication and elevate our shared commitment as ONE LISD.

Performance Objective 1: Leverage purposeful communication to inform and connect with all LISD stakeholders, building an engaged network of active partners.

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

High Priority

Evaluation Data Sources: Scorecard measures to include parent survey results, brand ambassadors, social media amplification scores, recognize someones and customer service.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Provide a minimum of two events focused on parent resources and home academic support. **Strategy's Expected Result/Impact:** Provide parents with the resources to complete forms, monitor grades and assignments, and aide with instruction. **Staff Responsible for Monitoring:** Admin, teachers **Funding Sources:** Childcare for Technology Event - 211- Title I, Parent & Family Engagement - 211 E 61 6121 00 050 7 24 000 842 0000 - $100, Childcare for Literacy Event - 211- Title I, Parent & Family Engagement - 211 E 61 6121 00 050 7 24 000 842 0000 - $100, Teacher Pay for Technology Event - 211- Title I, Parent & Family Engagement - 211 E 61 6117 00 050 7 24 000 842 0000 - $400, Teacher Pay for Literacy Event - 211- Title I, Parent & Family Engagement - 211 E 61 6117 00 050 7 24 000 842 0000 - $400, Take-Home Math Kits - 211- Title I, Parent & Family Engagement - 211 E 61 6399 00 050 7 24 450 842 0000 - $2,500				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews when you update your priority goals.

Performance Objective 1: Improve attendance and student engagement by implementing initiatives that support students' needs.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Staff, families, and the student body are informed of student attendance procedures and student residency is verified. Monitor attendance data regularly to identify chronic absenteeism. Parent notification given when students are absent. Utilize campus attendance teams to implement early interventions and supports. Partner with families to address barriers. 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. Local School health advisory council (SHAC) recommendations implemented to support student physical, mental, and wellbeing. **Strategy's Expected Result/Impact:** Student attendance records and campus scorecard target for attendance rate and chronic absentism. ADA reports, chronic absenteeism data. **Staff Responsible for Monitoring:** Campus leaders, classroom teacher, registrar/attendance clerk.counselor, nurse.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Dating Violence Implement comprehensive dating violence prevention and response process that includes staff and student education on prevention, awareness, reporting procedures, legal responsibilities, and available supports. The Counseling and social work teams will provide developmentally appropriate education and resources to promote healthy relationships, ensure students know how to report concerns to adults, and follow district protocols for responding to reports of dating violence. **Strategy's Expected Result/Impact:** Compliance report, student training logs, counseling logs **Staff Responsible for Monitoring:** All staff				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Implement a comprehensive counseling program that supports students' academic, wellbeing, and college and career readiness needs. Counselors work with students to make appropriate curricular choices or program choices, and support students as needed in programs including but not limited to suicide prevention, conflict resolution, positive behavior interventions, career education, dating violence, sexual abuse, sex trafficking, dating violence, discipline management including unwanted physical or verbal aggression and sexual harassment, strategies for providing students and their parents with information about higher education admissions and financial aid opportunities, the need for students to make informed curriculum choices to be prepared for success beyond high school, career education to assist students in preparing for a broad range of career opportunities, accelerated education, the Teach for Texas program, etc. A proactive plan identifies and helps troubled youth through partnership with counselor, parent, and teacher to identify supports and interests. SAPP provides pregnant and parenting students with the support and resources needed to complete school, while equipping them for their future as college and career ready individuals with marketable skills, and helping them to become the best possible parent. SAPP provides childbirth education to pregnant students, parenting education to student who have a child and case management. Assistance is provided through case management, agency referrals, and prenatal (when medically necessary) and postnatal home instruction according to TEA guidelines. Students may remain at their home campus while they receive SAPP sercies or they may choose to attend LLC and work with their home campus counselor to complete the process. **Strategy's Expected Result/Impact:** Academic data, staff observations, documentation records including MTSS, attendance records. **Staff Responsible for Monitoring:** Campus leaders, counselors, teachers				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews when you update your priority goals.

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 attendance and instructional support strategies that support these goals.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Identify and monitor students identified as at risk based on multiple sources of student data, including students in special populations. Provide targeted interventions through the MTSS process, accelerated instruction, and supports based on student needs, comprehensive needs assessment findings, and in alignment with campus student learning, discipline, and attendance goals. Utilize MTSS to identify learning, behavioral, and attendance needs early, implement interventions, monitor student progress, and adjust supports as needed. Integrate technology as digital learning tools, and accessibility features to increase student engagement, learning, and provide equitable access to rigorous instruction. Special program students are accurately identified and appropriately served. A plan is in place to accurately identify students for special programs. (Programs serving diverse students include, but are not limited to the following: Gifted and Talented, At-Risk, Bilingual/ESL, Dyslexia, Special Education, Counseling, other special funded programs.) 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. Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements. Special education services are provided to students as determined by the ARD committee. G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students. LISD takes a comprehensive approach in providing treatment and acceleration to students who have been identified with having a special learning disability of dyslexia. Depending on the age, language, skill ability and identified strengths and weaknesses , the district offers a variety of programs based on the well-researched Orton-Gillingham method of instruction. Reading interventions based on this approach provide the comprehensive learning strategies students with dyslexia require to overcome their literacy struggles by using multi-sensory tools to teach phonemic awareness, phonics, fluency, vocabulary and comprehension sequentially. All scripted, direct instruction reading programs adopted for use in LISD, including MTA, Foundations, Esperanza, New Herman Method and Language! Live were carefully vetted based on teh TEA required principles of effective dyslexia instruction. LISD ensures all the reading interventions for struggling readers are provided with consistency and fidelity in order to ensure students close the gaps and are using their newly acquired skills to become more confident readers.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Recruiting and retaining highly effective teachers Review CNA data annually to identify gaps and high-need areas to address through professional learning. In collaborative with staff and the review of CNA data to determine campus priorities, design comprehensive campus professional learning plan to support ongoing learning and support during implementation Intentional planning of job-embedded professional learning (PL) through PLCs aligned to student needs and staff growth areas Offer resources and assistance to support teachers in obtaining correct certification. Partner with district to provide test preparation, mentoring and coaching through programs. Utilize trend walks and student outcomes to plan professional learning. Regular campus based learning communities focused on instructional improvement. Partner with district for instructional supports. **Strategy's Expected Result/Impact:** increase in academic achievement of students. Increase in alignment to district expectations on walks **Staff Responsible for Monitoring:** campus leaders, learning and teaching.				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews when you update your priority goals.

Performance Objective 3: Foster strong family and community partnerships that support student achievement, attendance, and overall well-being by implementing programs and effective communication.

Evaluation Data Sources: Parent survey results, event participation, conference attendance, volunteer logs. communication logs. advisory committee participation and family engagement data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Provide regular communication to families through newsletters, digital platforms, phone calls, and conferences. Offer family learning and engagement events that support student academics, college and career readiness, and student wellness. Engage families through campus advisory committee and volunteer opportunities and parent organizations. Conduct annual family survey and use feedback to improve programs. Provide resources that help families support learning at home. **Strategy's Expected Result/Impact:** parent survey results, event participation, volunteer logs, **Staff Responsible for Monitoring:** Campus leaders, counselor, teachers.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

DeLay MS conducts a comprehensive needs assessment (CNA) annually, engaging stakeholders including parents, teachers, administrators, and community members through surveys and meetings. We analyze multiple data sources-demographics, student achievement, school processes and programs, and stakeholder perceptions-to identify priority areas for improvement. Our CNA process emphasizes academic achievement, equity, and student growth. These findings directly inform the development of our schoolwide goals and strategies.

1.2: Location for Evidence of Multiple Meetings Held

DeLay MS documents evidence of stakeholder engagement through its Building Leadership Team (BLT) membership and planning timeline, which includes multiple scheduled meetings across the school year. We maintain records of stakeholder involvement in decision-making and plan development, ensuring inclusive and ongoing collaboration throughout the CNA process.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

DeLay MS initiates the development of the Campus Improvement Plan in the spring and continues into the fall to allow for thorough data review and stakeholder feedback. We align our timeline with the district planning cycle and base our goals and strategies on the most recent comprehensive needs assessment to ensure our plan reflects current student and school needs.

2.2: Stakeholders 1114(b)(2)

DeLay MS involves a broad range of stakeholders in the planning and decision-making process, including parents, classroom teachers, non-instructional staff, administrators, and community members. Our Building Leadership Team reflects diverse voices and includes multiple parent representatives and instructional staff across grade levels and specialties. We believe in shared ownership of school success and empower stakeholders to provide input and shape the direction of our campus priorities.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

DeLay MS ensures that our Campus Improvement Plan is accessible to families and the community. We post the CIP on the district and campus websites, which include automatic translation features. Additionally, all printed communications and meeting materials are provided in both English and Spanish. We are committed to transparency and accessibility in sharing our goals, strategies, and progress with all stakeholders.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

DeLay MS coordinates the CIP with district priorities, state programs, and federal funding sources to maximize impact. Our plan includes aligned strategies funded through Title I. We work closely with district departments to align services that support emergent bilingual students, at-risk youth, and students receiving special education services.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

DeLay MS addresses all required program components within the CIP, including evidence-based strategies, targeted support for at-risk students, professional development, and extended learning opportunities. We outline our approach to integrating a well-rounded education and addressing the needs of historically underserved student groups. Our CIP ensures all students, regardless of background, are supported to meet state standards and experience academic success.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

DeLay MS evaluates the effectiveness of our schoolwide program annually by reviewing assessment data, stakeholder feedback, and program implementation fidelity. These evaluations are documented in our CIP and used to inform revisions. We monitor progress toward stated goals using tools like District CBA, STAAR data, and internal RtI assessments, ensuring that strategies are adjusted based on evidence of student performance and instructional impact.

Title I Personnel

Name	Position	Program	FTE
Fulton, Taylor	Title 1 Data Specialist	Title 1 Part A	1
Gonatas,Sarah	Title 1 Sec Instructional Facilitator	Title 1 Part A	.5
Miller, Peyton	Title 1 Sec Instructional Facilitator	Title 1 Part A	.5

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention			Shawna Miller	7/7/2026
Child Abuse and Neglect			Shawna Miller	7/7/2026
Coordinated Health Program			Shawna Miller	7/7/2026
Decision-Making and Planning Policy Evaluation			Shawna Miller	7/7/2026
Disciplinary Alternative Education Program (DAEP)			Shawna Miller	7/7/2026
Dropout Prevention			Shawna Miller	7/7/2026
Dyslexia Treatment Program			Shawna Miller	7/7/2026
Pregnancy Related Services			Shawna Miller	7/7/2026
Post-Secondary Preparedness			Shawna Miller	7/7/2026
Recruiting Teachers and Paraprofessionals			Shawna Miller	7/7/2026
Student Welfare: Crisis Intervention Programs and Training			Shawna Miller	7/7/2026
Student Welfare: Discipline/Conflict/Violence Management			Shawna Miller	7/7/2026
Texas Behavior Support Initiative (TBSI)			Shawna Miller	7/7/2026
Technology Integration			Shawna Miller	7/7/2026
Job Description for Peace Officers, Resource Officers & Security Personnel			Shawna Miller	7/7/2026