Lewisville Independent School District

Durham 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

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Student Learning 5
School Processes & Programs 6
Perceptions 7
Priority Problem Statements 8
Goals 9
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. 9
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. 14
Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact. 18
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. 21
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. 25
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. 27
Title I 33
1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 33
1.1: Description of CNA Process 33
1.2: Location for Evidence of Multiple Meetings Held 33
2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 33
2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 33
2.2: Stakeholders 1114(b)(2) 33
2.3: Description of Plan Availability, Format, and Language 1114(b)(4) 33
2.4: Description of Plan Coordination (if Applicable) 1114(b)(5) 33
2.5: Statutorily Required Descriptions 1114(b)(7)(A) 34
3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3) 34
3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation 34
Title I Personnel 35
Policies, Procedures, and Requirements 36

Comprehensive Needs Assessment

Demographics

Demographics Summary

Durham Middle School serves a population of 626 students across 6th, 7th, and 8th grades. Grade-level enrollment stands at 216 students in 6th grade, 193 students in 7th grade, and 217 students in 8th grade. Over the past two school years, the campus has experienced significant demographic shifts, enrolling 99 new students for the current academic year, accompanied by a sharp increase in Hispanic/Latino enrollment from 32% to 41.2% due to an influx of families from South America. The broader racial and ethnic breakdown of the campus includes 41% Hispanic, 36% African American, 11% Asian, 7% White, 4% Multi-Race (Two or More Races), and 0.1% American Indian. Specialized student population enrollment continues to expand rapidly: 75.6% of students qualify for Free and Reduced Lunch (Economically Disadvantaged), 74% are classified as At-Risk, 40% are Emergent Bilinguals (LEP), 23% receive Special Education services, 3.5% are served under Section 504, and 5.3% are identified as Gifted and Talented. Furthermore, the campus mobility rate remains highly elevated at 26.9%, creating systemic instructional continuity challenges.

Demographics Strengths

Durham's primary strength lies in the rich cultural diversity of its student body and staff, serving as a pillar of inclusivity and diversity within Lewisville ISD. The campus actively fosters high academic aspirations by recruiting diverse student groups into advanced coursework and offering vibrant fine arts and extracurricular opportunities, including Band, Choir, Orchestra, and Theater. To maintain transparency and collective responsibility, campus performance data is posted publicly on front entrance data boards every 9 weeks. Administrators actively facilitate targeted professional development during PLCs using Solution Tree frameworks. Family and community alignment is further reinforced through a highly active PTA—which achieved prestigious PTA School of Excellence status—and a volunteer base (VOLY) that has grown to 333 registered members supporting student initiatives.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We have experienced a demographic shift in the last two years with our Hispanic population growing from 34% to 42%. This, coupled with a 26.9% mobility rate, disrupts the consistency of academic instruction, language acquisition, and social stability--particularly for our TEA-identified closing-the-gaps target groups (African American and Two or More Races) and Emergent Bilingual students.
Root Cause: High mobility rates and rapid demographic shifts disrupt classroom instruction and baseline tracking, leaving incoming students with gaps in foundational reading, writing, and math skills due to inconsistent prior educational experiences.

Student Learning

Student Learning Summary

Durham Middle School received an overall TEA Accountability rating of **66 (D)**. In Domain 1 (Student Achievement), the campus earned a scaled score of **60 (D)** with a STAAR Performance component score of **32**. Domain 2 (School Progress) yielded a scaled score of **63 (D)**, while Domain 3 (Closing the Gaps) demonstrated relative strength with a score of **72 (C)**. The campus remains identified for federal **Targeted Support and Improvement** due to persistent academic performance gaps among key student groups, including African American, Hispanic, Two or More Races, and Emergent Bilingual students.
Accountability summary

Student Learning Strengths

Closing the Gaps Growth: Domain 3 (Closing the Gaps) achieved a scaled score of **72 (C)**, demonstrating growth in targeted student sub-populations compared to overall STAAR performance.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR performance across core content areas remains below district and state standards, with a STAAR Performance component score of 32 (Scaled 60/D) and an Academic Growth score of 56 (Scaled 62/D).
Root Cause: Tier 1 core instruction lacks consistent, high-yield literacy and problem-solving routines across all content areas, and core teachers lack sufficient professional development to internalize lessons and analyze formative assessment data to adjust daily instruction for diverse learning needs.

School Processes & Programs

School Processes & Programs Summary

The campus has implemented structured instructional and behavioral systems, including the Durham Instructional Playbook, LISD One Vision framework, Restorative Practices, and Safe & Civil Schools frameworks. Specialized support is facilitated through Communities in Schools (CIS) and dedicated Professional Learning Community (PLC) planning sessions.

School Processes & Programs Strengths

Instructional Framework Alignment: Standardized PLC structures, Know/Show chart breakdowns, and weekly administrative walkthrough cycles support teacher development and instructional fidelity. Strong partnership with Communities in Schools (CIS) and campus counseling teams provides basic needs assistance, mentoring, and conflict resolution for high-need students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Discipline infractions, tardiness, and chronic absenteeism continue to pull at-risk students out of Tier 1 instruction, leading to cumulative learning gaps and increased risk of academic failure.
Root Cause: Campus-wide behavior protocols and attendance intervention structures (such as RaaWee monitoring and truancy prevention) are not applied with uniform consistency across all grade levels, leading to delayed early interventions for chronic attendance and behavior concerns.

Perceptions

Perceptions Summary

Durham Middle School actively engages families and the community through multi-session Parent & Family Engagement (PFE) events, multi-lingual communications, and strong extracurricular activities.

Perceptions Strengths

The campus boasts an outstanding Fine Arts department, highlighted by superior UIL ratings and strong seasonal performances in both Orchestra and Band. Multi-lingual communication strategies (Parentlink, social media, translated newsletters) and dedicated Title I Parent & Family Engagement workshops build strong bridges with Spanish-speaking and Emergent Bilingual families.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent and family participation in academic-focused campus leadership (such as the Building Leadership Team/Campus Improvement Committee) and home learning supports remains concentrated among a small segment of the school population.
Root Cause: Historical language, scheduling, and socio-economic barriers have limited active parent participation in school decision-making and academic planning, requiring expanded bilingual outreach and flexible engagement opportunities.

Priority Problem Statements

Problem Statement 2: STAAR performance across core content areas remains below district and state standards, with a STAAR Performance component score of 32 (Scaled 60/D) and an Academic Growth score of 56 (Scaled 62/D).

Root Cause 2: Tier 1 core instruction lacks consistent, high-yield literacy and problem-solving routines across all content areas, and core teachers lack sufficient professional development to internalize lessons and analyze formative assessment data to adjust daily instruction for diverse learning needs.

Problem Statement 2 Areas: Student Learning

Problem Statement 7: Discipline infractions, tardiness, and chronic absenteeism continue to pull at-risk students out of Tier 1 instruction, leading to cumulative learning gaps and increased risk of academic failure.

Root Cause 7: Campus-wide behavior protocols and attendance intervention structures (such as RaaWee monitoring and truancy prevention) are not applied with uniform consistency across all grade levels, leading to delayed early interventions for chronic attendance and behavior concerns.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 9: Parent and family participation in academic-focused campus leadership (such as the Building Leadership Team/Campus Improvement Committee) and home learning supports remains concentrated among a small segment of the school population.

Root Cause 9: Historical language, scheduling, and socio-economic barriers have limited active parent participation in school decision-making and academic planning, requiring expanded bilingual outreach and flexible engagement opportunities.

Problem Statement 9 Areas: Perceptions

Problem Statement 11: We have experienced a demographic shift in the last two years with our Hispanic population growing from 34% to 42%. This, coupled with a 26.9% mobility rate, disrupts the consistency of academic instruction, language acquisition, and social stability--particularly for our TEA-identified closing-the-gaps target groups (African American and Two or More Races) and Emergent Bilingual students.

Root Cause 11: High mobility rates and rapid demographic shifts disrupt classroom instruction and baseline tracking, leaving incoming students with gaps in foundational reading, writing, and math skills due to inconsistent prior educational experiences.

Problem Statement 11 Areas: Demographics

Goals

Revised/Approved: September 21, 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: Utilize certified teachers and tutors to conduct structured after-school tutorials (Mon-Thu) and Saturday School academic interventions, supported by late bus transportation to eliminate access barriers for at-risk and mobile students. Title I Salary Adjustment included to account for 100% staff payroll adjustments and benefit increases. **Strategy's Expected Result/Impact:** Increase STAAR Math/RLA Approaches and Meets rates by at least 5% and eliminate transportation barriers for at-risk and high-mobility students. **Staff Responsible for Monitoring:** Campus Administration, Department Chairs, Tutors, Core Content Teachers **Title I:** 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy** **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** TI Salary Adjustment for 100%, one time payment and increase of benefits - 211 - Title I, Part A - 211 E 6119 STF - $11,833, Bus Transportation to Tutoring bus - 211 - Title I, Part A - 211 E 34 6412 00 056 7 24 456 842 0000 - $18,000, Extra Duty for afterschool tutoring and Saturday school - 211 - Title I, Part A - 211 E 11 6117 00 056 7 24 000 842 0000 - $18,841				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Enroll students who did not demonstrate grade-level performance on STAAR Reading/Language Arts or Math in dedicated Math and Reading Lab elective courses taught by certified content specialists to accelerate learning gaps. **Strategy's Expected Result/Impact:** Demonstrated growth on i-Ready diagnostic assessments, district CBAs, and HB 1416 accelerated instruction hour requirements. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Academic Counselors, Lab Teachers **Title I:** 2.52 **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Implement campus-wide usage of i-Ready adaptive learning pathways for a minimum of 30 minutes per week in Reading/Language Arts and 45 minutes per week in Mathematics to personalize instruction and close foundational skill gaps. **Strategy's Expected Result/Impact:** Measurable skill growth on i-Ready window diagnostics and higher percentage of students reaching grade-level proficiency. **Staff Responsible for Monitoring:** Campus Administration, Data/Instructional Coach, Department Chairs, Core Teachers **Problem Statements:** Student Learning 1 - Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: STAAR performance across core content areas remains below district and state standards, with a STAAR Performance component score of 32 (Scaled 60/D) and an Academic Growth score of 56 (Scaled 62/D). **Root Cause**: Tier 1 core instruction lacks consistent, high-yield literacy and problem-solving routines across all content areas, and core teachers lack sufficient professional development to internalize lessons and analyze formative assessment data to adjust daily instruction for diverse learning needs.
Perceptions
Problem Statement 1: Parent and family participation in academic-focused campus leadership (such as the Building Leadership Team/Campus Improvement Committee) and home learning supports remains concentrated among a small segment of the school population. **Root Cause**: Historical language, scheduling, and socio-economic barriers have limited active parent participation in school decision-making and academic planning, requiring expanded bilingual outreach and flexible engagement opportunities.

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: Provide structured literacy writing routines and high-yield instructional materials (student journals, response cards, dry-erase boards, writing utensils) to execute Great 8 engagement routines and daily Short Constructed Response (SCR) / Extended Constructed Response (ECR) writing practice across core content areas. **Strategy's Expected Result/Impact:** Reduction in '0' scores on STAAR SCR/ECR items across all core subjects and increased active student cognitive engagement during walkthroughs. **Staff Responsible for Monitoring:** Instructional Leadership Team (ILT), Data Coach, Core Content Teachers **Title I:** 2.51, 2.52 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** Materials and Supplies for ECR/SCR student learning - 211 - Title I, Part A - 211 E 11 6399 00 056 7 24 456 842 0000 - $12,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Provide supplemental language acquisition resources, visual glossaries, Spanish/English bilingual dictionaries, and anchor chart printing materials to scaffold Tier 1 core instruction and support TEKS mastery for Emergent Bilingual (EB) students. **Strategy's Expected Result/Impact:** Increased English language proficiency growth on TELPAS and improved STAAR Approaches/Meets rates for Emergent Bilingual students. **Staff Responsible for Monitoring:** Emergent Bilingual Campus Facilitator, Core Teachers, ILT **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 1 **Funding Sources:** Materials and Supplies for EB students - 211 - Title I, Part A - 211 E 11 6399 00 056 7 24 456 842 0000 - $4,000, Printing of anchor charts - 211 - Title I, Part A - 211 E 11 6299 00 056 7 24 456 842 0000 - $2,500				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: We have experienced a demographic shift in the last two years with our Hispanic population growing from 34% to 42%. This, coupled with a 26.9% mobility rate, disrupts the consistency of academic instruction, language acquisition, and social stability--particularly for our TEA-identified closing-the-gaps target groups (African American and Two or More Races) and Emergent Bilingual students. **Root Cause**: High mobility rates and rapid demographic shifts disrupt classroom instruction and baseline tracking, leaving incoming students with gaps in foundational reading, writing, and math skills due to inconsistent prior educational experiences.

Student Learning
Problem Statement 1: STAAR performance across core content areas remains below district and state standards, with a STAAR Performance component score of 32 (Scaled 60/D) and an Academic Growth score of 56 (Scaled 62/D). **Root Cause**: Tier 1 core instruction lacks consistent, high-yield literacy and problem-solving routines across all content areas, and core teachers lack sufficient professional development to internalize lessons and analyze formative assessment data to adjust daily instruction for diverse learning needs.

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: Operationalize campus-wide Restorative Practices and Safe & Civil Schools frameworks through Dragon Way orientation days, progressive behavior protocols, and student leadership mentorship to maintain positive classroom culture. **Strategy's Expected Result/Impact:** Reduction in out-of-school suspensions and out-of-placement discipline referrals, with increased positive ratings on student climate surveys. **Staff Responsible for Monitoring:** Campus Administration, Counselors, Student Culture Committee, All Staff **Title I:** 2.52 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Deploy LiveSchool positive behavioral intervention and support (PBIS) tools alongside Skyward integrated Tardy Kiosks and digital hall pass systems to track hall movement, reward positive behaviors, and minimize instructional disruptions. **Strategy's Expected Result/Impact:** Decrease in tardy frequency and hallway disruptions, maximizing instructional time in core classrooms. **Staff Responsible for Monitoring:** Assistant Principals, Attendance Clerk, Campus Security, Classroom Teachers **Title I:** 2.52 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Discipline infractions, tardiness, and chronic absenteeism continue to pull at-risk students out of Tier 1 instruction, leading to cumulative learning gaps and increased risk of academic failure. **Root Cause**: Campus-wide behavior protocols and attendance intervention structures (such as RaaWee monitoring and truancy prevention) are not applied with uniform consistency across all grade levels, leading to delayed early interventions for chronic attendance and behavior concerns.

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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Staff after-school intervention, Wednesday Night School, and behavioral recovery programs to keep students academically engaged, resolve minor discipline issues, and maintain instructional continuity. **Strategy's Expected Result/Impact:** Fewer DAEP/ISS placements, higher assignment completion rates, and improved classroom retention for at-risk students. **Staff Responsible for Monitoring:** Campus Administration, Extended Day Staff, Teachers, Paraprofessionals **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Partner with Communities in Schools (CIS) liaison and campus counseling teams to provide wrap-around support, student mentoring, basic needs assistance, and peer conflict resolution sessions for high-need students. **Strategy's Expected Result/Impact:** Improved student attendance, reduced crisis interventions, and increased family connection to essential community resources. **Staff Responsible for Monitoring:** Communities in Schools Liaison, Campus Counselors, Administration **Title I:** 2.51, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: STAAR performance across core content areas remains below district and state standards, with a STAAR Performance component score of 32 (Scaled 60/D) and an Academic Growth score of 56 (Scaled 62/D). **Root Cause**: Tier 1 core instruction lacks consistent, high-yield literacy and problem-solving routines across all content areas, and core teachers lack sufficient professional development to internalize lessons and analyze formative assessment data to adjust daily instruction for diverse learning needs.

School Processes & Programs
Problem Statement 1: Discipline infractions, tardiness, and chronic absenteeism continue to pull at-risk students out of Tier 1 instruction, leading to cumulative learning gaps and increased risk of academic failure. **Root Cause**: Campus-wide behavior protocols and attendance intervention structures (such as RaaWee monitoring and truancy prevention) are not applied with uniform consistency across all grade levels, leading to delayed early interventions for chronic attendance and behavior concerns.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Acquire instructional technology software and digital TEKS curriculum tools to support lesson internalization, TEKS Resource System integration, and data-driven instruction in core content areas. **Strategy's Expected Result/Impact:** Improved TEKS alignment in teacher lesson plans and seamless digital assessment tracking during PLC data meetings. **Staff Responsible for Monitoring:** Principal, Data/Instructional Coach, Department Chairs **Funding Sources:** Technology for TEKS resource - 211 - Title I, Part A - 211 E 11 6399 00 056 7 24 456 842 0000 - $8,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Conduct monthly campus financial audits and Title I budget reviews with the Instructional Leadership Team to ensure resource allocations align with Comprehensive Needs Assessment (CNA) priorities and federal compliance standards. **Strategy's Expected Result/Impact:** 100% compliance on Title I federal grant audits and fiscal alignment with CNA problem statements. **Staff Responsible for Monitoring:** Principal, Campus Secretary, Instructional Leadership Team **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 6: Campus Finance and Operations				

 No Progress  Accomplished  Continue/Modify  Discontinue

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.

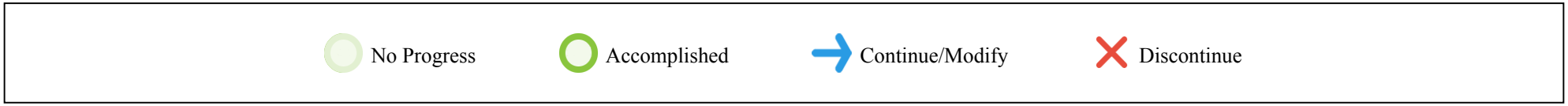
Performance Objective 1: Implement strategic systems to attract, certify, and fairly compensate a dedicated staff, while supporting ongoing growth and instructional expertise.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include waviers

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Fund substitute teacher coverage for core content teachers to conduct full-day and half-day deep-dive Professional Learning Community (PLC) sessions focused on TEKS alignment, data analysis, unit planning, and lesson internalization. **Strategy's Expected Result/Impact:** Increased teacher competency in lesson internalization, higher alignment to district pacing guides, and improved student CBA performance. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Data Coach, Department Chairs **Funding Sources:** Funding Subs for PLC - 211 - Title I, Part A - 211 E 11 6112 00 056 7 24 SUP 842 0000 - $8,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Deploy the Durham Instructional Playbook and LISD One Vision framework to standardize lesson internalization, Know/Show chart breakdowns, and weekly PLC collaborative planning routines across all departments. **Strategy's Expected Result/Impact:** Uniform execution of Tier 1 instruction across classrooms and standardized PLC lesson internalization protocols. **Staff Responsible for Monitoring:** Campus Administration, Instructional Coaches, Department Chairs **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				


No Progress
Accomplished
Continue/Modify
Discontinue

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Execute weekly One Vision walkthrough cycles led by administrators and instructional coaches, providing teachers with actionable, bite-sized feedback within 24-48 hours to drive continuous instructional growth. **Strategy's Expected Result/Impact:** Increased teacher ratings on LEAD walk-through dimensions and higher fidelity of Great 8 strategy implementation. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Data Coach				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Utilize campus leadership structures (Building Leadership Team, Instructional Leadership Team, Department Chairs) to conduct regular staff feedback loops and maintain transparent communication. **Strategy's Expected Result/Impact:** Increased staff satisfaction scores on campus perception surveys regarding communication and administrative trust. **Staff Responsible for Monitoring:** Principal, Building Leadership Team (BLT), Department Chairs **Title I:** 2.51, 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: We have experienced a demographic shift in the last two years with our Hispanic population growing from 34% to 42%. This, coupled with a 26.9% mobility rate, disrupts the consistency of academic instruction, language acquisition, and social stability--particularly for our TEA-identified closing-the-gaps target groups (African American and Two or More Races) and Emergent Bilingual students. **Root Cause**: High mobility rates and rapid demographic shifts disrupt classroom instruction and baseline tracking, leaving incoming students with gaps in foundational reading, writing, and math skills due to inconsistent prior educational experiences.
Student Learning
Problem Statement 1: STAAR performance across core content areas remains below district and state standards, with a STAAR Performance component score of 32 (Scaled 60/D) and an Academic Growth score of 56 (Scaled 62/D). **Root Cause**: Tier 1 core instruction lacks consistent, high-yield literacy and problem-solving routines across all content areas, and core teachers lack sufficient professional development to internalize lessons and analyze formative assessment data to adjust daily instruction for diverse learning needs.

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: Host multi-session Parent & Family Engagement events (e.g., Cultural Awareness Nights, Parent Literacy and Math Academies) and provide native language learning materials and home-support tools to build parent capacity. **Strategy's Expected Result/Impact:** Increased parent event participation, higher attendance at parent academic workshops, and improved parent survey feedback. **Staff Responsible for Monitoring:** Campus Engagement Committee, Counselors, CIS Liaison, Title I Coordinator **Funding Sources:** Parent and Family Engagement Supplies - 211- Title I, Parent & Family Engagement - 211 E 61 6399 00 056 7 24 456 842 0000 - $3,947				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Publish weekly multi-lingual "Dragon Den" Smores and utilize Parentlink and social media platforms in English and Spanish to inform parents of academic expectations, tutoring schedules, and campus events. **Strategy's Expected Result/Impact:** Increased parent communication reach, higher attendance at campus events, and positive survey responses on home-school communication. **Staff Responsible for Monitoring:** Principal, Campus Communications Lead, Administration **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Provide bilingual communication support and translation services during after-school parent conferences and academic meetings to strengthen home-school partnerships for Emergent Bilingual families. **Strategy's Expected Result/Impact:** Higher parent attendance at attendance and academic intervention conferences for Spanish-speaking families. **Staff Responsible for Monitoring:** Campus Administration, EB Facilitator, Bilingual Support Staff				

 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. **Title I:** 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building				

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. **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1				

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: We have experienced a demographic shift in the last two years with our Hispanic population growing from 34% to 42%. This, coupled with a 26.9% mobility rate, disrupts the consistency of academic instruction, language acquisition, and social stability--particularly for our TEA-identified closing-the-gaps target groups (African American and Two or More Races) and Emergent Bilingual students. **Root Cause**: High mobility rates and rapid demographic shifts disrupt classroom instruction and baseline tracking, leaving incoming students with gaps in foundational reading, writing, and math skills due to inconsistent prior educational experiences.

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

Durham 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

Durham 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)

Durham 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)

Durham 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)

Durham 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)

Durham 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)

Durham 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

Durham 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
Alba	Title 1 Data Coach	Title 1 Part A	1
Miller, Peyton	Title 1 Sec Instructional Facilitator	Title 1 Part A	.5
Snider, Alexis	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