

Ysleta Independent School District



Del Valle Middle School

Accountability Rating: B

Distinction Designation:
Academic Achievement in Science

2026-2027 Campus Improvement Plan

Board Approval Date:
October 21, 2026

Public Presentation Date:
October 21, 2026

Mission Statement

We are a dedicated community supporting students in their educational goals through positive impacts, engagement, and providing a safe learning environment

Vision

Del Valle Middle School students will be respectful of all, responsible for their learning, and driven to achieve and maintain success.

Value Statement

Our Core Values

Collaboration- Compassion -Engagement- Safety-Student Success- Respect- Growth Mindset-Responsibility

Our Collective Commitments

1. We put students at the center of every decision.
2. We build meaningful relationships founded on trust, empathy, respect, and belonging.
3. We communicate openly, actively listen, and collaborate with purpose.
4. We maintain high expectations while providing the support necessary for success.
5. We create engaging, relevant, and rigorous learning experiences.
6. We continuously learn, reflect, and improve.
7. We model integrity, professionalism, and responsibility.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	8
School Processes & Programs	11
Perceptions	13
Data Documentation for CNA	15
Improvement Planning Data	16
Accountability Data	16
Student Data: Assessments	16
Student Data: Student Groups	17
Student Data: Behavior and Other Indicators	17
Employee Data	18
Parent/Community Data	18
Support Systems and Other Data	19
Goals	20
Goal 1 : Our Future	21
Goal 2 : Our People	28
Goal 3 : Our Investment	32
State Compensatory Education	35
Budget for Del Valle Middle School	36
Title I Summary	37
Title I	38
1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)	38
1.1 Description of CNA Process	38
1.2 Location for Evidence of Multiple Meetings Held	38
2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)	38
2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)	38
2.2 Stakeholders 1114(b)(2)	39
2.3 Description of Plan Availability, Format, and Language 1114(b)(4)	39
2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)	39
2.5 Statutorily Required Descriptions 1114(b)(7)(A)	39
3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)	39
3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation	39



Comprehensive Needs Assessment

Demographics

Summary

Del Valle Middle School (DVMS) serves students in grades 6–8 and is located at 8674 North Loop Drive, El Paso, Texas 79907, in the Lower Valley community. DVMS is part of the Del Valle Learning Community within the Ysleta Independent School District and operates as an open-enrollment campus. The primary elementary schools that feed into Del Valle Middle School are Lancaster Elementary, Mission Valley Elementary, and Del Valle Elementary School. In addition to students from these feeder schools, DVMS serves a significant transfer population. Approximately 40% of the campus's transfers each year come from surrounding school districts and charter schools. This creates a diverse range of prior educational experiences, academic readiness levels, and instructional needs that must be considered when planning instruction, intervention, and student support.

The DVMS student population is predominantly Hispanic/Latino, representing 98.73% of students. Additionally, 96.51% of students are economically disadvantaged, 50.20% are identified as at-risk, and 37.53% are Emergent Bilingual students. The campus also serves students receiving special education services. Campus demographic data indicate that 16.70% of students are serviced through Special Education. DVMS also serves fewer than five migrant students and fewer than five students identified as homeless or unaccompanied youth.

These demographic characteristics have significant implications for campus programming and instructional planning. The high percentage of economically disadvantaged and at-risk students, combined with the number of Emergent Bilingual students and students receiving special education services, reinforces the need for strong Tier 1 instruction, intentional differentiation and scaffolding, academic language development, evidence-based intervention, and frequent monitoring of student progress. Because DVMS receives students from multiple educational settings, campus systems must also quickly identify students' strengths, unfinished learning, language needs, and intervention or acceleration needs upon enrollment.

DVMS employs 82.5 full-time staff members, including 62 full-time teachers, with an average student-to-teacher ratio of 15.3 students per teacher. The teaching staff reflects the community served, with approximately 94% of teachers identifying as Hispanic and 6% as White. The campus also benefits from an experienced teaching staff, with 35.2% of teachers having between 11 and 20 years of teaching experience. This level of experience provides an important foundation for strengthening professional learning communities, collaborative planning, data analysis, lesson internalization, intervention, and consistent implementation of evidence-based instructional practices.

Student attendance remains an important area of focus. DVMS has an overall attendance rate of 94.8%, with approximately 12% of students identified as chronically absent. Because consistent attendance directly affects students' access to Tier 1 instruction, intervention, acceleration, and opportunities to demonstrate academic growth, improving attendance must remain connected to the campus's academic improvement efforts. Continued family communication, early identification of attendance concerns, targeted intervention, and student and family engagement will be necessary to reduce chronic absenteeism.

Student behavior and discipline data also provide important information about school climate and student support needs. During the reporting period, 404 office referrals were documented, along with 93 incidents resulting in out-of-school suspension, 22 DAEP placements, and 427 total days of in-school suspension. These data indicate a continued need to examine the root causes and patterns of student behavior, including grade level, location, time of day, behavior type, repeat referrals, and disproportionality. The campus must continue strengthening preventative systems, clearly taught behavioral expectations, positive reinforcement, classroom management, social skills instruction, restorative responses when appropriate, and tiered behavioral interventions. Reducing exclusionary discipline is particularly important because removal from instruction can compound existing academic and attendance gaps.

Comprehensive Needs Assessment Process

The Comprehensive Needs Assessment (CNA) is conducted through a collaborative process involving campus administrators, the Instructional Leadership Team, Professional Learning Communities, leadership teams, teachers, support staff, families, and other stakeholders. Teachers, support staff, and families participate in the development of the Campus Improvement Plan through the Campus Educational Improvement Committee (CEIC). Additional stakeholder perceptions and feedback are collected through the Family Engagement Survey and Staff Engagement Survey.

For the 2026–2027 school year, the CNA process began August 15, 2026, and was completed September 11, 2026. Campus administrators coordinating the process included Veronica Frias, Principal; Luciano Alcala, Assistant Principal; and Sara Ramirez,

Assistant Principal. Multiple meetings and working groups were utilized to ensure that the needs assessment represented multiple perspectives and was based on a comprehensive examination of campus data.

The CNA process included the following steps:

1. Establish CNA working groups, including the Instructional Leadership Team, PLCs, campus leadership, and administrators.
2. Identify stakeholders and provide invitations or meeting notices to ensure appropriate representation and participation.
3. Establish and communicate the CNA timeline.
4. Examine key areas including demographics; school culture and climate; staff quality, recruitment, retention, and professional development; curriculum, instruction, and assessment; parent and family engagement; student achievement; technology; college and career readiness; and school safety and security.
5. Review multiple sources of quantitative and qualitative data, including Fall/Summer Submission data, the Campus Scorecard, PEIMS data, state accountability data, overall campus academic performance, grade-level and teacher-level data, TELPAS Composite Ratings, Employee Engagement Survey results, and Parent Engagement Survey results.
6. Identify significant problem statements and conduct root-cause analyses to determine factors contributing to identified needs.
7. Utilize CNA guiding questions to facilitate analysis and document stakeholder responses.
8. Maintain meeting minutes documenting identified strengths, challenges, stakeholder perceptions, and opportunities for improvement.
9. Develop a CNA summary for inclusion in the Schoolwide Plan.
10. Document the overall CNA process and how data and stakeholder input were used to identify campus priorities.
11. Maintain required documentation, including agendas, invitations and meeting notices, minutes, sign-in sheets, and supporting handouts to demonstrate stakeholder participation and compliance.

The CNA process is intended to move beyond identifying isolated data points to determining the underlying causes of campus needs and establishing priorities that can be addressed through measurable goals, evidence-based strategies, resources, professional learning, and progress monitoring.

Strengths

Del Valle Middle School benefits from an experienced staff that reflects the community it serves and from established relationships within the Del Valle Learning Community. Approximately 35.2% of teachers have 11–20 years of experience, providing the campus with a strong foundation of instructional knowledge and expertise that can be leveraged through PLC collaboration, mentoring, and professional learning. Additionally, the campus maintains a student-to-teacher ratio of 25.3 students per teacher, creating opportunities for stronger student-teacher relationships, targeted academic support, and close monitoring of student progress.

DVMS also benefits from established feeder patterns with Lancaster Elementary, Mission Valley Elementary, and Del Valle Elementary, providing opportunities for vertical collaboration and continuity of support as students transition into middle school. As an open-enrollment campus, DVMS also attracts transfer students from surrounding districts and charter schools, demonstrating an opportunity to continue strengthening DVMS as a school of choice within the Lower Valley community.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 Del Valle Middle School serves a student population with significant and often overlapping educational needs, including 96.51% economically disadvantaged, 50.20% identified as at-risk, 37.53% Emergent Bilingual, and 16.70% receiving Special Education services. Additionally, the campus serves a substantial transfer population entering from surrounding districts and charter schools with varying inst	Campus instructional systems and practices have not been implemented with sufficient consistency to ensure that students with diverse academic, linguistic, and learning needs receive rigorous grade level Tier 1 instruction with appropriate scaffolds, differentiation, and timely intervention.

★ = Priority

Student Learning

Summary

Del Valle Middle School earned an overall 2026 accountability rating of 87 (B). The campus earned a 75 (C) in Student Achievement, an 88 (B) in School Progress, and an 83 (B) in Closing the Gaps. School Progress accounted for 70% of the overall rating, with Relative Performance producing the stronger School Progress score. With 96.5% of students identified as economically disadvantaged, DVMS earned an 88 (B) in Relative Performance, demonstrating a campus strength when performance is compared with schools serving similar student populations. The campus was not identified for Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support.

STAAR performance indicates both areas of strength and opportunities for improvement. Across 2,475 assessments, 70% of students performed at Approaches Grade Level or above, 44% at Meets Grade Level or above, and 18% at Masters Grade Level, resulting in a STAAR component score of 44. Science was the strongest content area, with 76% Approaches, 58% Meets, and 30% Masters, and DVMS earned the Academic Achievement in Science Distinction. RLA performance was 75% Approaches, 49% Meets, and 20% Masters, while Mathematics performance was 71% Approaches, 43% Meets, and 15% Masters. Social Studies represents the greatest content-area need, with only 52% Approaches, 20% Meets, and 6% Masters.

Academic growth is an important campus strength and provides evidence that students respond positively to instruction. RLA Academic Growth increased from 62% in 2025 to 65% in 2026, exceeding the 2026 target of 63%. Mathematics Academic Growth increased from 67% to 69%, also exceeding its 67% target. Although students are demonstrating growth, the Student Achievement results indicate a continued need to translate growth into higher levels of proficiency, particularly by moving students from Did Not Meet to Approaches and from Approaches into Meets and Masters.

Closing the Gaps data identify additional areas requiring targeted attention. The campus earned 15 of 24 Academic Achievement points and 18 of 24 Growth Status points, demonstrating that growth remains stronger than overall achievement. However, DVMS earned 0 of 4 points for English Language Proficiency. The 2026 TELPAS progress rate for current Emergent Bilingual students was 18%, below the 30% target and down from 27% in 2025. This indicates a need to strengthen language development across content areas through intentional academic vocabulary instruction, structured opportunities for speaking and writing, comprehension supports, and consistent integration of language development within Tier 1 instruction.

Students receiving special education services also demonstrate significant achievement gaps. In RLA, 21% of current special education students achieved Meets Grade Level or above compared with 49% of all students. In Mathematics, 18% of special education students achieved Meets or above compared with 43% of all students. These results demonstrate a need to strengthen access to grade-level instruction through explicit instruction, purposeful scaffolding, modeling, checks for understanding, accommodations, and targeted intervention while maintaining high academic expectations.

Strengths

Del Valle Middle School demonstrates several significant strengths within the 2026 accountability data. The campus earned an overall rating of 87 (B), with particularly strong performance in School Progress (88/B) and Closing the Gaps (83/B). Additionally, the campus was not identified for Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support, indicating that DVMS met federal accountability expectations across evaluated student groups.

A significant campus strength is Relative Performance. With 96.5% of students economically disadvantaged, DVMS earned a Relative Performance score of 88 (B). This indicates that student achievement compares favorably with campuses serving similarly high percentages of economically disadvantaged students.

Student growth is another clear strength. RLA Academic Growth increased from 62% in 2025 to 65% in 2026, while Mathematics Academic Growth increased from 67% to 69%. Both areas exceeded their respective 2026 growth targets. This demonstrates that instructional practices are producing measurable academic progress and provides a strong foundation for accelerating students toward higher achievement levels.

Science achievement represents the strongest content-area performance. Science results reached 76% Approaches, 58% Meets, and 30% Masters, and DVMS earned the Academic Achievement in Science Distinction, the campus's only academic distinction for

2026. This provides an opportunity for the campus to identify and replicate effective instructional practices from Science across other content areas.

The campus also demonstrates a strength in attendance relative to comparable campuses. DVMS's 94.8% attendance rate ranked in the first quartile (Q1) of its comparison group for distinction purposes.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 Low achievement at Meets and Masters, particularly in Social Studies and Mathematics. Campuswide, only 44% of assessments reached Meets and 18% reached Masters. Social Studies is the greatest content-area concern at 52% Approaches, 20% Meets, and 6% Masters. Mathematics also shows a need for increased rigor and acceleration, with 43% Meets and 15% Masters.	Inconsistent delivery of rigorous Tier 1 instruction and use of formative data may limit opportunities for students to engage in grade level thinking, demonstrate mastery, and receive timely reteaching or acceleration.
2 Significant achievement gaps for students receiving Special Education services. In RLA, only 21% of current Special Education students reached Meets, compared with 49% of all students. In Mathematics, only 18% reached Meets, compared with 43% of all students.	Inconsistent implementation of specially designed instruction, accommodations, explicit instruction, and appropriate scaffolds within grade-level Tier 1 instruction may limit students' access to and mastery of rigorous content.
3 Insufficient English Language Proficiency progress for Emergent Bilingual students. DVMS's TELPAS progress rate was only 18%, below the 30% target and down from 27% in 2025. The campus earned 0 of 4 Closing the Gaps points for ELP.	Academic language development may not be consistently embedded across all content areas, resulting in insufficient opportunities for Emergent Bilingual students to intentionally practice listening, speaking, reading, and writing using grade-level academic language.

★ = Priority

School Processes & Programs

Summary

Del Valle Middle School has established systems to support staffing, instructional improvement, student intervention and acceleration, transitions, behavior, and campus safety. Hiring decisions include reviewing certifications and qualifications and using a hiring committee to identify the needs of the grade level or department and determine the best fit. Staff roles are supported through a roles and responsibilities table and organizational chart, while staffing decisions consider teacher strengths, experience, qualifications, student needs, and the composition of PLC teams.

Professional learning is embedded within the campus structure through designated conference and PLT time, Thursday professional development, district professional learning days, instructional specialists, and campus instructional coaches. PLTs provide teachers opportunities to unpack TEKS, develop lessons and assessments, analyze data, and plan intervention and acceleration. New teachers participate in the district mentoring and induction program, while instructional specialists and campus coaches provide additional support through PLTs and coaching cycles.

The campus uses multiple data sources, including STAAR accountability, employee and parent surveys, district reports, scorecards, CFAs, unit assessments, and interim assessments, to identify strengths and needs, determine root causes, establish priorities, and develop action plans. Teachers track TEKS and identified learning gaps, with additional student support provided through Advisory, intervention, before- and after-school tutoring, Thursday Night Academy, and intersession. Lesson planning is also connected to historical TEKS performance, common formative assessments, and intervention planning so that instructional adjustments can be made based on evidence of student learning.

DVMS provides a structured intervention and acceleration model during Advisory. Students requiring additional support receive targeted intervention, including HB 1416 services and English-language intervention, while students who have demonstrated proficiency participate in acceleration across core content areas.

Transition systems are also established from elementary to middle school and middle to high school through campus showcases, preregistration, Bridge Camp, Open House, HB 5 activities, counselor transition lessons, college and career exploration, and TSIA2 preparation.

Campus safety is supported through multiple preventive and response systems. DVMS maintains a Campus Emergency Operations Plan and Campus Safety Team and conducts required Hold, Secure, Lockdown, Evacuation, Shelter-in-Place, fire, and Silent Panic Alert Technology drills. Additional systems include weekly exterior-door sweeps, multiple daily door checks, twice-yearly student safety training, reunification procedures, and routine AED/Stop the Bleed checks. The campus also provides staff training regarding emergency response, student conduct, threat assessment, visitor procedures, and other safety responsibilities.

Although DVMS has established systems for student behavior, intervention, and campus safety, discipline data identify a continued need to strengthen proactive behavior supports, student supervision, attendance-to-class expectations, and consistent implementation of campus expectations. Safety-rule violations and period truancy represent the largest discipline categories, while fighting, insubordination, and e-cigarette incidents remain additional areas requiring targeted prevention and intervention.

Strengths

Del Valle Middle School has established a systematic, data driven instructional process that connects collaborative planning, formative assessment, intervention, and acceleration to identified student needs. Teachers use historical TEKS data and student performance results during PLTs to unpack standards, develop lessons and common formative assessments, and determine instructional adjustments. Student progress is monitored through CFAs, unit assessments, and interim data, with identified learning gaps addressed through Advisory intervention, tutoring, Thursday Night Academy, intersession, and targeted acceleration. School Processes and Programs School Processes and Programs

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Established instructional processes for planning, assessment, intervention, and acceleration are not yet consistently producing the desired levels of student achievement across content areas and student groups.	Campus instructional systems are not implemented and monitored with consistent fidelity across classrooms, resulting in variability in the use of formative data to adjust instruction, provide targeted intervention, and accelerate student learning.

★ = Priority

Perceptions

Summary

The 2026 Employee Engagement Survey indicates an overall positive level of employee engagement at Del Valle Middle School, with an average rating of 4.09 out of 5. Employees demonstrate a strong sense of purpose and connection to district goals, with the highest ratings related to demonstrating district values (4.63), understanding how their work impacts district goals (4.60), believing their work is meaningful (4.59), and believing their work positively impacts student and district success (4.55). Employees also demonstrate a strong understanding of expectations, with this indicator receiving a 4.52.

Opportunities for improvement are evident in employee recognition, actionable feedback, employee voice, leadership accessibility, professional development opportunities, and perceptions of workplace safety. The lowest-rated indicators were receiving recognition for good work (3.53) and receiving feedback that improves performance (3.54). Opportunities to provide input received a 3.71, while comfort approaching leadership with questions received a 3.68. These results indicate a need to strengthen systems that consistently recognize employee contributions, provide timely and constructive feedback, create meaningful opportunities for staff input, and promote communication and professional support.

The 2026 Del Valle Middle School Parent/Caregiver Satisfaction Survey, based on 115 respondents, reflects an overall positive perception of the campus, with an average rating of 4.04 out of 5. Families identified several areas of strength, including the cleanliness and maintenance of the school (4.25), being treated with respect (4.24), believing that student success in learning is a high priority (4.17), understanding their child's learning goals (4.17), and believing the school provides the resources students need to be successful (4.16). Additionally, the school's overall level of family satisfaction is reflected in a 4.12 rating for recommending DVMS to other parents.

Areas for continued growth are primarily related to communication and family engagement in student learning. The lowest-rated indicator was receiving regular communication from teachers about their child (3.64). Other opportunities include helping families understand how they can support their child's learning (3.97), providing feedback regarding areas in which students need to improve (3.97), and keeping families informed about what is occurring at school (3.97). Perceptions of student safety (3.96) and whether students feel valued at school (3.93) also indicate opportunities for continued improvement.

Overall, the survey indicates that families generally view DVMS positively and recognize the campus's commitment to student success, respectful relationships, resources, and a well-maintained learning environment. The primary need is to strengthen consistent, proactive, and student-specific communication between school and home while continuing to improve students' sense of value and safety at school.

Strengths

Results from the 2026 Employee Engagement Survey and Parent/Caregiver Satisfaction Survey indicate an overall positive perception of Del Valle Middle School. Across both stakeholder groups, a shared strength is a strong commitment to student success and meaningful learning. Employees demonstrate a clear understanding of expectations, district goals, and the impact of their work on students, while families report that student learning is a high priority and that students have access to resources needed for success. Both surveys also reflect strengths in respectful relationships, clarity of expectations and learning goals, and a clean and well-maintained campus environment. Overall survey ratings of 4.09 for employees and 4.04 for families indicate a strong foundation of stakeholder engagement and positive connection to the school that can be leveraged to support continued campus improvement.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 Employee survey results indicate a need to strengthen recognition and actionable feedback. The two lowest-rated indicators were receiving recognition for good work (3.53) and receiving feedback that helps improve performance (3.54)	Campus systems for providing consistent, timely recognition and specific performance feedback may not be implemented frequently or consistently enough across all staff members.
2 Parent survey results indicate a need to strengthen consistent teacher-to-family communication. Regular communication from teachers about their child was the lowest-rated survey indicator at 3.64, with 61.74% of respondents agreeing or strongly agreeing.	Campuswide expectations and systems for consistent, proactive, student-specific communication between teachers and families may not be clearly defined or monitored across all classrooms.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability data
- ☒ Results Driven Accountability (RDA)

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data

- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Student failure and/or retention rates
- ☒ Local benchmark or common assessments data
- ☒ State-developed online interim assessments
- ☒ Grades that measure student performance based on the TEKS
- ☒ Intervention data

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- ☒ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Mobility/stability rate, including longitudinal data

- ☒ Discipline records
- ☒ Violence and/or violence prevention records
- ☒ Tobacco, alcohol, and other drug-use data
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends
- ☒ Mobility/stability rate, including longitudinal data
- ☒ Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- ☒ School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ T-TESS data
- ☒ T-PESS data
- ☒ Staff mobility/stability
- ☒ Support structures: mentors
- ☒ Teacher recruitment/retention rates and other data
- ☒ Classroom and school walkthrough data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Community surveys and/or other feedback
- ☒ Parent and community partnership data
- ☒ Parent activity evaluations and feedback data
- ☒ Community service agencies and support services

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Capacity and resources data
- ☒ Budgets/entitlements and expenditures data
- ☒ Study of best practices and high yield strategies
- ☒ Action research results
- ☒ Horizontal and vertical team alignments processes
- ☒ Technology and resource allocation data
- ☒ Enrichment course/materials
- ☒ Scope and Sequence; Pacing Guides; and Other Focus Documents



Goals

Goal 1 Our Future

Performance Objective 1

The district and all campuses will be rated C or better in state accountability

Evaluation Data Source: State Assessments

Strategy 1

Teachers and instructional leadership will strengthen Tier 1 instruction through PLT to plan instructional units that reflect the rigor of the TEKS, are highly engaging and include writing across the content.

Strategy's Expected Result/Impact: Growth in 6th/7th/8th STAAR Math. Growth in 6th/7th/8th STAAR Reading. Increase in Meets performance levels in 8th Science.

Staff Responsible for Monitoring: Classroom teachers, Instructional Coaches, Administration

Funding Sources: Lowman Instructional bundles for RLA, Math, Algebra I and 8th Science Title I, Part A, 211-11-6395, \$8,000

Title I: 2.5.1

Formative Reviews

November

March

May

Strategy 2

Student work analysis, formative assessment, summative assessments and other YISD data tools will be used to identify TEKS based interventions that focus on student growth.

Strategy's Expected Result/Impact: Domain 1 improves to 77. Domain 2 improves to 80.

Staff Responsible for Monitoring: Administrators, Instructional Coaches, Leadership team, Teachers, Instructional Aides

Funding Sources: Dry erase markers, colored paper, pencils Title I, Part A, \$316

Title I: 2.5.1, 2.5.3

Formative Reviews

November

March

May

Strategy 3

Technology programs and equipment will be used to supplement all content areas. 1:1 chromebook initiative provides students access to learning tools, google classroom and supports in their learning. Prisms implementation for 7th Math and 8th Science supports academic learning.

Strategy's Expected Result/Impact: Domain 1 improves to 77. Domain 2 improves to 80.

Staff Responsible for Monitoring: ITT, Librarian, Instructional Coaches, Classroom teachers, Administration

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November

March

May

Strategy 4

S.E.E certified and college tutors are provided to support small group intervention and or/push in support for students who did not pass STAAR assessments or formative assessment indicate a need for intervention.

Strategy's Expected Result/Impact: Decrease the learning gaps for students.

Staff Responsible for Monitoring: Instructional Coaches, SEE tutors, classroom teachers

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November

March

May

Performance Objective 2

Two in three students will achieve growth as measured on STAAR/EOC

Strategy 1

Teachers will progress monitor by analyzing student growth after each PLT developed formative assessment through PLT and RTI. Interventions will be assigned for students not meeting progress. Interventions will occur through Advisory and Tier 1 instruction.

Strategy's Expected Result/Impact: Increase growth Domain 2 to 80.

Staff Responsible for Monitoring: classroom teachers, Instructional Coaches, Instructional Leadership team

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November

March

May

Strategy 2

Provide remediation, acceleration and intervention during advisory, Tier 1 small groups, extended day (before/after school), Saturday camps, and Fall.Spring Intersession.

Strategy's Expected Result/Impact: Domain 2 Growth to 80.

Staff Responsible for Monitoring: Classroom teachers, Instrucitonal Coaches, Instructional Leadership Team

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November

March

May

Performance Objective 3

One in two students will be rated Meets Grade Level on STAAR/EOC exams

Strategy 1

All STEM students will participate in Project Lead the Way supplementary programs as part of their curriculum. Resources and fees will be provided for all STEM activities and competitions.

Strategy's Expected Result/Impact: STEM students will successfully transition through multiple game formats. Increased personal record scores. Increased performance in Robot Skills. Continue qualifying for Regional Championship.

Staff Responsible for Monitoring: STEM teachers, Budget office, Principal, Assistant Principal

Funding Sources: Robotics competition kits State Career and Technical, 199-22, \$3,000, College and Career Exploration Materials State Career and Technical, 199-22, \$1,000, Career Center Field Trip State Career and Technical, 199-22, \$1,280, STEM Classroom supplies to support the Tech Application Education Curriculum. State Career and Technical, 199-22, \$3,000, Project Lead the Way Fees State Career and Technical, 199-22, \$950

Title I: 2.5.2

Formative Reviews

November

March

May

Strategy 2

Provide hands-on opportunities in engineering, math & creativity for GT students through Creative Collab Learning (QBEC).

Strategy's Expected Result/Impact: Increase opportunities for GT students to compete in academic level competitions. GT Students will also complete GT Theme Park Project.

Staff Responsible for Monitoring: GT Coordinator, GT Teachers

Funding Sources: QBEC District Level Competitions for 3 grade teams Gifted and Talented, \$750, Arts and Crafts supplies for GT theme Park Project. Gifted and Talented, \$473, QBEC Campus level competitions for GT students in 6th 7th, 8th Gifted and Talented, \$2,300, Western Playland - Theme Park Project Gifted and Talented, \$2,028

Title I: 2.5.2

Formative Reviews

November

March

May

Strategy 3

Provide students with explicit instruction with modeling, scaffolding, multiple opportunities for students to practice/respond, immediate/corrective feedback, appropriate pacing, use of multiple grouping formats and differentiated instruction.

Strategy's Expected Result/Impact: Domain 2 to 80 and Domain 3 to 84.

Staff Responsible for Monitoring: Classroom Teachers, Instructional Coaches, Instructional Leadership Team

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

Strategy 4

Implement features of effective interventions: Concepts/skills in small steps, clear/direct language, models/examples, immediate check for understanding/feedback, multiple opportunities to practice, increase in student response, appropriate scaffolding, pacing that supports learning.

Strategy's Expected Result/Impact: Domain 2 growth to 80. Domain 3 to 84.

Staff Responsible for Monitoring: Classroom Teachers, Instructional Coaches, Instructional Leadership Team

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November

March

May

Performance Objective 4

One in three EB students will be rated Meets Grade Level on STAAR/EOC exams

Strategy 1

Implement effective Emergent Bilingual supports during Tier 1 Instruction by using multiple modalities and representations, sentence stems, framed paragraphs and interactive word walls, Teachers will utilize new ELPS professional development during PLT lesson planning.

Strategy's Expected Result/Impact: Increase growth of EB students in STAAR and TELPAS.

Staff Responsible for Monitoring: ESL/Reading Sheltered Teachers, Classroom Teachers, LPAC committee, Instructional Leadership Team

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November

March

May

Strategy 2

Clearly defined growth goals will be identified for each EL student and explicit opportunities for growth in listening, speaking, reading and writing using Summit K12 and/or Achieve 3000 will be provided during Tier 1 instruction and intervention.

Strategy's Expected Result/Impact: TELPAS proficiency growth

Staff Responsible for Monitoring: ESL/Reading Sheltered Teachers, Classroom Teachers, Instructional Leadership Team

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November

March

May

Performance Objective 5

One in four SPED students will be rated Meets Grade Level on STAAR/EOC exams

Strategy 1

Special Education teachers and paraprofessionals will provide inclusion and resource support. Teachers will implement and monitor IEP goals and accommodation implementation.

Strategy's Expected Result/Impact: one year growth goals

Staff Responsible for Monitoring: SPED teachers/aides, Classroom Teachers, Instructional Leadership Team

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November

March

May

Strategy 2

Implement explicit, systematic instruction with scaffolded supports to provide students receiving Special Education services access to rigorous grade level Tier 1 instruction. Teachers will model thinking and processes, provide guided practice, use frequent checks for understanding and immediate feedback, and gradually release responsibility as students demonstrate mastery.

Strategy's Expected Result/Impact: Yearly growth

Staff Responsible for Monitoring: SPED teachers/aides, Classroom teachers, Instructional Leadership Team

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November

March

May

Goal 2 Our People

Performance Objective 1

Receive a score of 4.0 or better out of a possible 5.0 in satisfaction in the Employee Engagement Survey

Evaluation Data Source: Employee Engagement Survey

Strategy 1

Solicit input from teachers/staff during faculty meetings, check-ins, PLTs and professional development to continue to foster a work environment that is conducive to student learning.

Strategy's Expected Result/Impact: Increase Employee Engagement Survey

Staff Responsible for Monitoring: Leadership Team, Administration

Formative Reviews

November

March

May

Strategy 2

Core teachers will be provided with two 450 minute planning blocks. One planning block will be utilized for PLT and lesson internalization and one for professional development/RTI.

Strategy's Expected Result/Impact: Increase growth for students.

Staff Responsible for Monitoring: Instructional Leadership Team, Classroom Teachers

Title I: 2.5.2, 2.5.3

Formative Reviews

November

March

May

Strategy 3

Provide opportunities for staff to attend a variety of professional development session (both in district and out of district), professional conferences and workshops to enhance instruction.

Strategy's Expected Result/Impact: increase growth of students		
Staff Responsible for Monitoring: Instructional Leadership team, Administration		
Title I: 2.5.3		
Formative Reviews		
November	March	May

Performance Objective 2

Receive a score of 4.0 or higher out of 5.0 in parent satisfaction, as measured by the Parent Satisfaction Survey.

Strategy 1		
Provide opportunities such as Open House, Title 1, Advanced Course meetings, and other academic/SEL meeting for parents to support the home-school connection.		
Strategy's Expected Result/Impact: increase student growth and support		
Staff Responsible for Monitoring: CIS Coordinator, Counselor, Leadership team		
Formative Reviews		
November	March	May

Strategy 2		
Increase two way communication with parents, teachers, and students through newsletters, Class Dojo, announcements, and email to provide timely information and feedback to families on their student's progress. Also to keep families informed of school opportunities.		
Strategy's Expected Result/Impact: increase opportunities for families and improve student learning		
Staff Responsible for Monitoring: Classroom teachers, administration, leadership team		
Formative Reviews		
November	March	May

Performance Objective 3

Increase parental, family, and community engagement opportunities by hosting at least one parent meeting/engagement activity per nine weeks.

Strategy 1

Communities in School (CIS) FTE, along with campus administration will create and organize parental meetings/engagement activities.

Strategy's Expected Result/Impact: Increase parental engagement .

Staff Responsible for Monitoring: CIS Coordinator, Administration

Funding Sources: Communities in Schools Social Worker Title I, Part A, 211-30, \$35,000

Title I: 2.5.3

TEA Priorities: Connect high school to career and college

Formative Reviews

November

March

May

Strategy 2

GT Students and family workshop in order to review program guidelines and expectations.

Strategy's Expected Result/Impact: 30 GT students and their families will be supported in the GT program.

Staff Responsible for Monitoring: GT Coordinator, GT Teachers

Funding Sources: GT Program, materials and presentation Gifted and Talented, 199-61-6299-00-056-21-000, \$500

Title I: 2.5.2

Formative Reviews

November

March

May

Performance Objective 4

Ensure at least 50% of the student population is involved in an academic, athletic, fine arts, leadership, and/or volunteer extra-curricular activity.

Strategy 1

Provide students with multiple opportunities to learn about available activities, actively recruit

students based on interests and strengths, remove barriers to participation, and monitor participation by student and student group.

Strategy's Expected Result/Impact: Students who are not connected to at least one extracurricular activity will be identified and intentionally encouraged to participate in an opportunity aligned with their interests.

Staff Responsible for Monitoring: Counselors, CIS, Classroom teachers, Leadership team

Formative Reviews

November

March

May

Strategy 2

Conduct a student interest survey, maintain a campus extracurricular participation roster, promote opportunities through announcements and family communication. Have staff personally invite students who are not participating.

Strategy's Expected Result/Impact: Increase participation of students

Staff Responsible for Monitoring: Classroom teachers, Leadership team

Formative Reviews

November

March

May

Goal 3 Our Investment

Performance Objective 1

Campus will show responsible stewardship of district resources by spending at or below the allocated campus budget.

Evaluation Data Source: Budget Reports

Strategy 1

Conduct monthly reviews of campus expenditures, available balances, encumbrances, and projected expenses to ensure spending remains within the allocated campus budget. Budget data will be monitored throughout the year to identify potential overages early and allow adjustments before expenditures exceed available resources.

Strategy's Expected Result/Impact: spend at or below the allocated campus budget

Staff Responsible for Monitoring: Budget Clerk, Business Clerk and Administration

Formative Reviews

November

March

May

Strategy 2

Campus funds will be prioritized and allocated based on identified needs, campus improvement goals, student achievement data, and required campus operations. Prior to significant purchases, campus administration will review available resources and existing inventory to reduce unnecessary or duplicative expenditures and ensure purchases directly support identified campus priorities.

Strategy's Expected Result/Impact: spend at or below the allocated budget

Staff Responsible for Monitoring: Budget clerk, Business clerk and Administration

Formative Reviews

November

March

May

Performance Objective 2

Campus will support the District's achievement of a FIRST Rating of Standard Achievement or higher by having no material audit, compliance, inventory, cash handling or financial procedure findings attributable to the campus.

Evaluation Data Source: Budget Reports, Audits

Strategy 1

Review financial procedures and staff responsibilities annually, provide training to employees responsible for handling funds, purchasing, and inventory. Conduct periodic internal checks of cash-handling records, deposits, purchase documentation, and campus inventory and maintain required supporting documentation. Immediately address identified discrepancies or procedural concerns.

Strategy's Expected Result/Impact: have no material audit, compliance, inventory, cash handling or financial procedure findings

Staff Responsible for Monitoring: Budget Clerk, Business Clerk, Administration

Formative Reviews

November **March** **May**

Performance Objective 3

Campus will achieve full compliance with district and Texas School Safety Center requirements by completing 100% of required drills and exercises and by having no findings on the Intruder Detection Audit.

Evaluation Data Source: Intruder Detection Audits, emergency drill logs

Strategy 1

All staff will participate in a review of EOP and drill procedures to ensure preparedness for an event that may call for such measures. All students will be instructed in evacuation procedures as part of fire education and prevention protocol.

Strategy's Expected Result/Impact: 100% compliance with required drills

Staff Responsible for Monitoring: Safety Coordinator, CEOP team, Administration, Classroom Teachers

Formative Reviews

November **March** **May**

Strategy 2

Maintain the annual drill and exercise calendar, complete and document 100% of required drills within required timelines, conduct routine exterior and interior door checks, reinforce expectations for locked and secured doors with staff, review drill performance and address identified weaknesses, conduct periodic campus safety sweep and maintain required safety documentation.

Strategy's Expected Result/Impact: 100% compliance with safety expectations

Staff Responsible for Monitoring: Safety Coordinantor

Formative Reviews

November

March

May



State Compensatory Education

State Compensatory

Budget for Del Valle Middle School

Total SCE Funds: \$378,624.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

Funding is used for salaries.



Title I Summary

Title I

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

1.1 Description of CNA Process

Del Valle Middle School conducted its Comprehensive Needs Assessment (CNA) process from July 13 through September 25, 2026. The process was designed to provide a comprehensive review of campus performance, programs, practices, and stakeholder perceptions in order to identify strengths, challenges, and priority areas for continuous improvement.

CNA working groups included the Instructional Leadership Team (ILT), Professional Learning Communities (PLCs), Leadership Team, and campus administrators. Campus stakeholders participating in the process included Veronica Frias, Principal; Luciano Alcala, Assistant Principal; and Sara Ramirez, Assistant Principal. Stakeholders were provided invitations or meeting notices to participate in the CNA process.

The CNA was conducted through multiple meetings and examined key areas including demographics; school culture and climate; staff quality, recruitment, retention, and professional development; curriculum, instruction, and assessment; parent and family engagement; student achievement; technology; college and career readiness; and school safety and security. The campus reviewed multiple quantitative and qualitative data sources, including the 2026–2027 Campus Scorecard, PEIMS data, 2026 State Accountability data, overall campus academic data, grade-level and teacher data, TELPAS Composite Ratings, Employee Engagement Survey, and Parent Engagement Survey.

Working groups utilized guiding CNA questions to analyze the data, identify trends and areas of need, develop problem statements, and conduct root cause analyses. Discussions were documented through meeting minutes and included identified strengths, challenges, opportunities for improvement, and stakeholder perceptions. Findings from the process were then synthesized into a CNA summary to inform the development of the campus Schoolwide Plan and establish priorities, strategies, and actions for continuous improvement.

To document the CNA process and meet compliance requirements, the campus maintained supporting evidence, including meeting agendas, stakeholder invitations or notices, meeting minutes, sign-in sheets, handouts, and an outline documenting the CNA process conducted.

1.2 Location for Evidence of Multiple Meetings Held

Meeting with campus teachers and staff to review accountability data on July 24, 2026. PLT teams reflected on their accountability data and areas of strength and growth.

CEIC meeting to review the CNA will be on November 9, 2026. Evidence of the meeting is located in the "Committee" section of the CIP.

CEIC training meeting held on September 21, 2026. CEIC agenda and sign in sheet is in the committee section of the CIP.

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

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

Del Valle Middle School developed its 2026–2027 Schoolwide Plan/Campus Improvement Plan through a collaborative process beginning July 24, 2026. Multiple CNA meetings were conducted through July, August and September, with campus administrators, the Instructional Leadership Team, Leadership Team, and PLCs to review and analyze campus

data, identify strengths and areas of need, develop problem statements and root causes, and determine campus priorities and strategies. Findings from the CNA were used to develop the goals, performance objectives, strategies, and action steps included in the Campus Improvement Plan. Evidence of multiple meetings, including agendas, sign-in sheets, meeting minutes, invitations/notices, and supporting handouts, is maintained in the campus CNA/CIP documentation folder and in the ILT/Leadership drives.

2.2 Stakeholders 1114(b)(2)

Del Valle Middle School includes staff, families, and community stakeholders in the development of the Schoolwide Plan/ Campus Improvement Plan through the Comprehensive Needs Assessment (CNA) and campus decision making process. Staff members participate through the Instructional Leadership Team, PLCs, Leadership Team, and CNA meetings, where they review and analyze campus data, identify strengths and areas of need, determine root causes, and provide input on priorities and strategies. Family and community input is gathered through stakeholder participation, the Parent Engagement Survey, CEIC, and other opportunities for campus feedback. Employee Engagement Survey results are also reviewed to incorporate staff perceptions and needs. Feedback from these stakeholder groups is considered when identifying campus priorities, developing strategies, and making revisions to the Schoolwide Plan/Campus Improvement Plan. Documentation of stakeholder participation, including the stakeholder list identifying names and roles, meeting invitations, agendas, minutes, and sign-in sheets, is maintained in the campus CNA/CIP documentation folder and in Leadership/ILT/PLT agendas.

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

Plan is posted on the district website.

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

not applicable

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

not applicable

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

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Documentation supporting the evaluation of Schoolwide program effectiveness is maintained in the campus CNA/CIP documentation folder and within the district's Campus Improvement Plan system. Evidence includes formative and summative Reviews, meeting agendas and minutes, sign in sheets, data reports, stakeholder survey results, and other documentation used to monitor implementation and outcomes.

Program effectiveness is evaluated throughout the school year through ongoing and formative reviews of campus performance data. The campus reviews multiple data sources, including state accountability and assessment results, district and campus assessments, CFA and interim data, TELPAS results, attendance and discipline data, and stakeholder

perception data. Progress toward performance objectives and the effectiveness of strategies and programs are reviewed to determine whether implementation is producing the intended outcomes and whether adjustments are needed. Formative and summative evaluations of the Campus Improvement plan is also maintained is also conducted through CEIC meetings.