

**Hondo Independent School District**  
**McDowell Middle School**  
**2020-2021 Campus Improvement Plan**



# **Mission Statement**

McDowell Middle School exists to provide a safe and nurturing environment in which all students are empowered to succeed.

## **Vision**

McDowell Middle School envisions combining tradition, education, and innovation to empower our youth in creatively meeting the challenges of our world.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

A thorough analysis of teacher and student motivation will impact the opportunities for professional growth in a collaborative professional learning community.

All aspects of the educational program at McDowell Middle School are evaluated in a cyclical manner. Through comprehensive needs assessment data, constant analysis is done to ensure the effectiveness of serving students' needs, The theme of enhancing the learning experience of the student steers our campus philosophy in all aspects of education. We address the challenges that hinder learning, embrace the expectation Response to Intervention requires, and are constantly aware of student learning instructional delivery deficiencies and any other factors that have potential to affect the learning process.

# Demographics

## Demographics Summary

### Demographics Summary

While McDowell's staff is comprised of highly motivated and highly qualified teachers, the staff demographics do not match student demographics. Attention must be paid to meeting the needs of minority students and student groups, including, but not limited to, Hispanic, ESL, and Special Education. side of San Antonio t hat it doesn't naturally attract applicants overall.

## Demographics Strengths

### Demographics Strengths

1. Teachers are highly motivated and devoted to positive relationships with students
2. Teachers are ctively participates in staff development to address needs
3. McDowell Middle School is highly qualified Campus.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Address needs of sub populations and minority groups. **Root Cause:** Root Cause : Statistically, minority and sub populations tend to perform at a lower rate than white, middleclass students.

**Problem Statement 2:** Staff not having the opportunity for professional growth in how to best teach sub populations **Root Cause:** The need for more effective interventions that meet the need of our sub population students.

# Student Achievement

## Student Achievement Summary

### Effective Instruction Summary

All McDowell Middle School students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

## Student Achievement Strengths

### Effective Instruction Strengths

1. Instructional technology for 21st Century learners is integrated to provide high-quality experiences that promote critical thinking skills. Technology
2. The campus tech coordinator provides information and ideas for integrating technology in the classroom. Technology
3. The campus ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas.
4. The campus provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical).
5. Two to three instructional strategies, classroom procedures, and routines are introduced, modeled, and practiced with consistency and fidelity in all classrooms.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** More differentiation is needed in the classroom **Root Cause:** Teachers need more training that delivers better methods in order to meet the needs of all students

**Problem Statement 2:** Increased access to instructional resources and computers by students and classes **Root Cause:** While we purchased more Chrome Carts, more are needed to give each department more opportunity to use them.

# School Culture and Climate

## School Culture and Climate Summary

Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

## School Culture and Climate Strengths

### Positive School Culture Strengths

1. The McDowell leadership team ensures that campus buildings are well maintained, safe, and conducive to learning.
2. Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values.
3. Students are provided with the support services (e.g., counseling, mentoring, external service referrals) that address their needs.
4. McDowell teachers and staff possess a strong work ethic, continually striving to improve instruction.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Address the needs of sub populations and minority groups. **Root Cause:** Statistically, minority and sub populations tend to perform at a lower rate than white, middle class students which can negatively affect the school climate.

**Problem Statement 2:** More extra-curricular activities are needed to meet the needs of the diverse student population. **Root Cause:** There are plenty of sports for our students to take part in, but no variety of other clubs or extracurricular activities for students.

**Problem Statement 3:** Increase teacher-to-parent communication. **Root Cause:** On some occasions, staff does not report to parents on their student's successes or problem areas

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

McDowell Middle School leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning, and building the capacity of teachers so that all students have access to high-quality educators.

## Staff Quality, Recruitment, and Retention Strengths

### Effective, Well-Supported Teachers Strengths

1. McDowell MS implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates.
2. Clear selection criteria, protocols, hiring and induction processes are in place and align with the school's vision, mission, values, and goals.
3. McDowell MS leadership implements targeted and personalized strategies to support and retain staff, particularly high-performing staff.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Teacher placements are not strategic based on student need and teacher strengths **Root Cause:** Availability of certified teachers in high needs areas.

**Problem Statement 2:** Grade-level and content area teams do not have strong, supported teacher leaders trained in adult learning facilitation and team dynamics **Root Cause:** Content area teacher team leaders have not been identified and have not received training.

**Problem Statement 3:** Some teachers and staff need more support to meet their potential. **Root Cause:** Continued support by campus leadership is needed in maintaining growth, collaboration, and support.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

### High-Quality Curriculum Summary

All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.

## Curriculum, Instruction, and Assessment Strengths

### High-Quality Curriculum Strengths

1. McDowell's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection.
2. The scope and sequence, units, and assessments are aligned to the standards for all tested subject and grade areas.
3. Assessments aligned to state standards and the appropriate level of rigor are administered at least two times per year, as benchmarks, to determine if students learned what was taught. Time for corrective instruction is built into the scope and sequence.
4. Embedded PLC periods for core subjects are utilized for aligning curriculum, collaboration, and purposeful planning.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Promote better academic scores on the STAAR exams. **Root Cause:** Acquire STAAR aligned material for development, enrichment, and intervention purposes.

**Problem Statement 2:** The need to meet the needs of all students on campus. **Root Cause:** An offering of more elective choices to the student body.

**Problem Statement 3:** Instructional materials designed to meet the needs of students with disabilities and English learners among other student groups need to be used across classrooms. **Root Cause:** Training is needed for teachers regarding best practices for creating instructional materials aimed at these student groups.

## School Context and Organization

### School Context and Organization Summary

#### Strong School Leadership and Planning Summary

Effective McDowell Middle school instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

### School Context and Organization Strengths

#### Strong School Leadership and Planning Strengths

1. McDowell uses an improvement plan with focused priorities, clear timelines, milestones, and task owners that address the root causes of low performance.
2. McDowell Curriculum leaders effectively ran productive professional learning communities resulting in growth in core subjects.

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Campus instructional leaders do not have clear, written, and transparent roles and responsibilities with scheduled leadership tasks **Root Cause:** Minimal collaboration and follow-through.

**Problem Statement 2:** Campus instructional leaders do not use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility. **Root Cause:** Minimal communication and planning.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results

## Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

**Parent/Community Data**

- Community surveys and/or other feedback

**Support Systems and Other Data**

- Study of best practices

# Goals

**Goal 1:** McDowell will develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

**Performance Objective 1:** Campus instructional leaders will have clear, written, and transparent roles and responsibilities, and core leadership tasks will be scheduled on weekly calendars.

<b>Strategy 1:</b> Seek out professional development that meets our campus goals. <b>Strategy's Expected Result/Impact:</b> Better teaching and focus that improves our ability to meet our academic goals. <b>Staff Responsible for Monitoring:</b> Principal Curriculum Coordinator	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>July</b>	<b>June</b>
<b>Strategy 2:</b> Allow opportunities for teams to work together during professional development days. <b>Strategy's Expected Result/Impact:</b> Teachers are provided opportunities to reflect on their teaching and collaborate to improve their lessons. <b>Staff Responsible for Monitoring:</b> Principal Curriculum Coordinator	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>July</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** McDowell will develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

**Performance Objective 2:** Campus instructional leaders will use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility.

**Goal 2:** McDowell will put strategies in place that support and retain current staff and find effective methods to recruit new staff.

**Performance Objective 1:** Improve staff retention by strategically placing teachers based on student need and teacher strengths.

<b>Strategy 1:</b> Empower the Team Leader's committee to focus on promoting a positive climate for staff members. <b>Strategy's Expected Result/Impact:</b> Create camaraderie among staff members <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Curriculum Coordinator	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>July</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** McDowell will put strategies in place that support and retain current staff and find effective methods to recruit new staff.

**Performance Objective 2:** Provide leadership training to content-area team leaders in order to create strong teacher mentors

<b>Strategy 1:</b> Seek out professional development that meets our campus goals <b>Strategy's Expected Result/Impact:</b> Better teaching and focus that improves our ability to meet our academic goals <b>Staff Responsible for Monitoring:</b> Curriculum Coordinator, Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>July</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** McDowell will transparently create a positive school culture for all teachers and student groups.

**Performance Objective 1:** Integrate into teacher roles and responsibilities multiple communication strategies with families

<b>Strategy 1:</b> Improve safety drill understanding and cooperation <b>Strategy's Expected Result/Impact:</b> Ensure that all staff and students can quickly move away from the threat. <b>Staff Responsible for Monitoring:</b> Assistant. Principal Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>July</b>	<b>June</b>
<b>Strategy 2:</b> Hold an anti-bullying assembly <b>Strategy's Expected Result/Impact:</b> Support students feeling bullied and set the expectation for the campus among all students. <b>Staff Responsible for Monitoring:</b> Counselor Assistant Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>July</b>	<b>June</b>
<b>Strategy 3:</b> Utilize the Threat Assessment Team along with the high school <b>Strategy's Expected Result/Impact:</b> Provide a means to evaluate and support students who may be a threat to themselves or others. <b>Staff Responsible for Monitoring:</b> Assistant Principal Counselor	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>July</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** McDowell will transparently create a positive school culture for all teachers and student groups.

**Performance Objective 2:** Schedule frequent staff meetings to identify individual student needs and work together to support and monitor individual progress and behavior of our diverse student population.

<b>Strategy 1:</b> Utilize professional development as a platform to create positive learning environment in a collaborative manner. <b>Strategy's Expected Result/Impact:</b> Better knowledge and understanding of how best to protect our campus <b>Staff Responsible for Monitoring:</b> Assistant Principal Counselor Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>July</b>	<b>June</b>

  

 No Progress	 Accomplished	 Continue/Modify	 Discontinue
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**Goal 4:** McDowell will provide a rigorous, relevant and differentiated curriculum to increase student achievement.

**Performance Objective 1:** Improve and increase intervention strategies in order to close the achievement gaps, specifically targeting our sub-populations.

<b>Strategy 1:</b> Track student data more frequently, using unit tests, benchmarks and the released test. <b>Strategy's Expected Result/Impact:</b> Allows us to identify which areas students need intervention along with specific students who need further practice. <b>Staff Responsible for Monitoring:</b> Curriculum Coordinator Principal Assistant Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>July</b>	<b>June</b>
<b>Strategy 2:</b> More frequent intervention by prioritizing TEKS for identified students. <b>Strategy's Expected Result/Impact:</b> Create better familiarity and repetition which will help students .succeed <b>Staff Responsible for Monitoring:</b> Curriculum Coordinator Principal Assistant Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>July</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** McDowell will provide a rigorous, relevant and differentiated curriculum to increase student achievement.

**Performance Objective 2:** Provide a rigorous, relevant and differentiated curriculum to increase student achievement.

<p><b>Strategy 1:</b> Teachers will use a differentiation strategy in at least two lessons a week.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide modifications and accommodations for struggling students and enrich learning for students performing at a higher level.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Curriculum Coordinator</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>July</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** McDowell will impact teacher efficacy by promoting and initiating professional growth for teachers and staff that help reach campus goals.

**Performance Objective 1:** Refine PLC procedures in order to increase teacher professional growth and best practice development.

<b>Strategy 1:</b> Provide PLC's for core content teachers. <b>Strategy's Expected Result/Impact:</b> Teachers feel supported and given the opportunity to grow and learn from each other. <b>Staff Responsible for Monitoring:</b> Curriculum Coordinator Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>July</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** McDowell will impact teacher efficacy by promoting and initiating professional growth for teachers and staff that help reach campus goals.

**Performance Objective 2:** Increase opportunities for students to use technology.

<b>Strategy 1:</b> Celebrate and commemorate important events that happen in the life of staff members. <b>Strategy's Expected Result/Impact:</b> Create a family-type atmosphere <b>Staff Responsible for Monitoring:</b> Counselor Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>July</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jennifer Hollingsworth	Curriculum Specialist		1.0

# Addendums