

**Hondo Independent School District**  
**McDowell Middle School**  
**2018-2019 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 campus professional learning community.

All aspects of the educational program at McDowell Middle School is evaluated in a cyclical manner. Through comprehensive needs assessment data, constant analysis is done to ensure the effectiveness of all elements 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 needs, instructional delivery deficiencies and any other factors that have the potential to affect the learning process.

## Demographics

### 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.

### Demographics Strengths

1. Highly motivated and devoted to positive relationships with students
2. Actively participates in staff development to address needs
3. Campus is highly qualified

### Problem Statements Identifying Demographics Needs

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

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

**Problem Statement 3:** Fewer minority applicants when hiring staff. **Root Cause:** Hondo is far enough outside of San Antonio that it doesn't naturally attract applicants overall.

## Student Achievement

### Student Achievement Summary

Teachers and the Curriculum & Instructional Specialist will continue a cyclical analysis of student needs while developing necessary skills to execute appropriate monitoring of student performance.

### Student Achievement Strengths

1. Monitor groups are identified to help in the process of intervention
2. Analyzes student achievement to continue and enhance success
3. Intervention efforts and time lines are used to guide and identify areas for growth
4. Have improved the Gifted & Talented program.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Diligence in collaborative planning and support from PDs and PLCs. **Root Cause:** Making sure we are being effective in helping teachers.

**Problem Statement 2:** Closing performance gaps between sub pops, specifically economically disadvantaged. **Root Cause:** Finding and implementing strategies that will be effective for all students.

**Problem Statement 3:** Continued improvement of the Gifted & Talented program. **Root Cause:** Finding methods to differentiate for these students in the classroom.

## School Culture and Climate

### School Culture and Climate Summary

McDowell Middle School has worked diligently to create an atmosphere of positive reinforcement for staff and students.

### School Culture and Climate Strengths

1. Connection classes enrich the areas of math, ELAR and science
2. Teachers and staff possess a strong work ethic, continually striving to improve instruction
3. Students feel respected and safe.
4. Student health and wellness is a priority as evidenced through CATCH days.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Continued support needed in maintaining growth, collaboration and support. **Root Cause:** Some teachers and staff need more support to meet their potential.

**Problem Statement 2:** More extra-curricular activities are need that will meet the needs of the diverse student population. **Root Cause:** There are plenty of sports for our athletes but not very many avenues for students who want to get involved in various activities.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

The school's strong interview process ensures the selection of quality staff which also affects retention.

### **Staff Quality, Recruitment, and Retention Strengths**

1. Utilizes a strong interview process, selection and retention process of staff
2. McDowell encourages teacher autonomy and staff input in curriculum decisions.

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

**Problem Statement 1:** Support in the logistical part of the district hiring process. **Root Cause:** McDowell needs more opportunities to recruit staff out of San Antonio.

**Problem Statement 2:** To foster a positive culture and climate among staff. **Root Cause:** McDowell needs to continue to improve on what is already here.



## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

McDowell staff continues to demonstrate an increasing capacity to teach in a way that all students meet the requirements while simultaneously growing their ability to offer enrichment opportunities.

### **Curriculum, Instruction, and Assessment Strengths**

1. Campus-wide willingness to meet student needs
2. Engagement about teaching between teachers and the campus curriculum specialist
3. The opportunity for enrichment and core teachers to continue professional growth
4. Using data to develop skills to effectively meet the needs of diverse students.

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

**Problem Statement 1:** An offering of more elective choices to the student body. **Root Cause:** The need to meet the needs of all students on campus.

**Problem Statement 2:** Acquire STAAR aligned material for the development and enrichment for intervention purposes. **Root Cause:** Promote better academic scores on the STAAR.

**Problem Statement 3:** GT classes within the school day in order to meet the needs of the Gifted & Talented population. **Root Cause:** Our current growth measure was a step up for GT, but we need to continue to improve it.

**Problem Statement 4:** The need for more differentiation in the classroom. **Root Cause:** Teachers need more training that delivers better methods in order to meet the needs of all students.

## Parent and Community Engagement

### Parent and Community Engagement Summary

The campus philosophy that all stakeholders are valuable members of our students' educational experience. McDowell continues to prioritize transparency and communication and continues to seek out opportunities to increase parent and community participation.

### Parent and Community Engagement Strengths

1. Publish school events to newspaper and social media
2. 6th grade mini-camp
3. Positive relationships between school and families
4. PTO support
5. Fall festival involves an invitation for parents and families to attend
6. Open House celebrates the beginning of the school year and provides opportunity for families to meet the staff

### Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Increase parent participation. **Root Cause:** Parent presence should increase at McDowell.

**Problem Statement 2:** Increase teacher-to-parent communication. **Root Cause:** On some occasions, staff does not report to parents on their student's successes or problem areas.

## School Context and Organization

### School Context and Organization Summary

McDowell Middle school is committed to maintaining a structured learning environment that is organized in a nine period instructional day that includes extension period opportunities for Math, ELAR, and Science in all grade levels to address core academic needs.

### School Context and Organization Strengths

1. All stakeholders are valuable members of the educational process to create positive and successful students
2. Accountability is a common thread in the completion of all tasks and challenges
3. Connection classes enrich the areas of math, ELAR and science

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Continued celebratory efforts for supporting campus efforts. **Root Cause:** Making sure students are rewarded quickly for their accomplishments.

**Problem Statement 2:** Continue to recognize exceptional instructional practices supported by research. **Root Cause:** Encouraging teachers to continue to grow in their skills.

**Problem Statement 3:** Continued support needed in maintaining growth, collaboration and support. **Root Cause:** Educational conversations continually moving forward so that they do not become stagnant.

# Technology

## Technology Summary

All staff members at McDowell Middle School are encouraged to maintain and practice the most effective lessons that integrate the use of instructional technology for teaching "21st Century" Learners.

## Technology Strengths

1. Integrate instructional technology for 21st Century learners
2. 21st Century skills are integrated into daily lessons
3. The campus tech coordinator provides information and ideas for integrating technology in the classroom.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Increased funding to maintain and replace the outdated technology resources. **Root Cause:** While the tech department does a good job of this, the budget does not always keep up with the break down of what McDowell has now.

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

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- 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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS 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
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- 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

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,

- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, 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**

- 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
- Student surveys and/or other feedback
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- 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
- T-TESS

### **Parent/Community Data**

- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Study of best practices


# Goals

**Goal 1: 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 SPED students and sub-groups of Economically Disadvantaged and Hispanic.

**Evaluation Data Source(s) 1:** Curriculum Coordinator

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Mar	June	Aug
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>PBMAS</b></p> <p>1) Track student data more frequently, using unit tests, benchmarks and the released test.</p>	Principal Curriculum specialist	Allows us to identify which areas students need intervention along with specific students who need further practice.			
<p>2) More frequent intervention by prioritizing TEKS for identified students.</p>	Curriculum specialist Principal	Create better familiarity and repetition which will help students succeed			
<p>3) Teachers will use a differentiation strategy in at least two lessons a week.</p>	Principal	Provide modifications and accommodations for struggling students and enrich learning for students performing at a higher level.			
					

**Goal 1:** McDowell will provide a rigorous, relevant and differentiated curriculum to increase student achievement.

**Performance Objective 2:** Improve classroom instruction through rigorous, relevant teaching strategies

**Evaluation Data Source(s) 2:** T-TESS, Curriculum Specialist, Principal

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Mar	June	Aug
1) Daily create and implement critical thinking questions involving peer to peer interaction.	Principal	Higher level thinking and increased student involvement during class			
2) Institute a Closure strategy at the end of the lesson.	Principal	Student retention of the most important elements of the lesson.			
3) Consistently teach STAAR testing strategies using STAAR related questions.	Curriculum specialist	Familiarize students with STAAR questions to prepare them for state testing			
4) Increase planning opportunities for core subject teams without PLCs.	Principal	Mentor new teachers and provide better instruction			
5) Provide teachers with professional development opportunities that focus on campus goals.	Principal	Help teachers instruct at a higher level and provide stronger interventions .			
					




**Goal 2: McDowell will impact teacher efficacy by promoting and initiating professional growth for teachers and staff that help reach campus goals.**

**Performance Objective 1:** Provide more opportunities for teachers to collaborate, plan and share ideas.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Mar	June	Aug
1) Improve PLC strategies.	Curriculum Coordinator, Principal	More focused strategies on TEKS, instruction and assessment.			
2) Seek out professional development that meets our campus goals.	Curriculum Coordinator, Principal	Better teaching and focus that improves our ability to meet our academic goals.			
3) Allow opportunities for teams to work together during rollout days.	Curriculum Coordinator, Principal	Teachers are provided opportunities to reflect on their teaching and collaborate to improve their lessons.			
					

**Goal 2:** McDowell will impact teacher efficacy by promoting and initiating professional growth for teachers and staff that help reach campus goals.

**Performance Objective 2:** Refine PLC procedures in order to increase teacher professional growth and best practice development.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

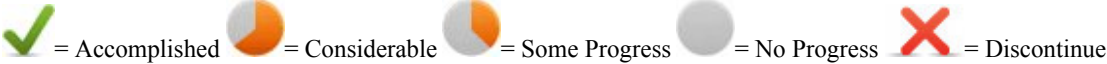
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Mar	June	Aug
1) Focus PLCs on data tracking and aligning instruction to TEKS.	Curriculum Coordinator, Principal	To create collegial conversations about pedagogy.			
2) Identify students in need of intervention.	Curriculum Coordinator, Principal	Provide more focused intervention for struggling students.			
3) Determine best intervention strategies.	Curriculum specialist Principal	Provide more tools for teachers to use to best help our struggling students.			
4) Assist teachers in the creation of lesson plans.	Curriculum specialist Principal	Better, more focused lessons are designed for instruction.			
					

**Goal 3: McDowell will create a technologically-rich educational environment that enhances individual learning.**

**Performance Objective 1:** Increase opportunities for students to use technology

**Evaluation Data Source(s) 1:** Teacher, Curriculum Specialist, Principal

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Mar	June	Aug
1) Provide "The Fundamentals of Computer Science" as an elective for 8th grade students.	Teacher Principal	Provide enrichment for high achieving students.			
2) Develop an afterschool program that provides opportunity for students to use technology.	Principal	Open opportunities for students to use technology in ways that are not curriculum related.			
					

**Goal 3:** McDowell will create a technologically-rich educational environment that enhances individual learning.

**Performance Objective 2:** Make increased availability of technology for teacher to use with students.

**Evaluation Data Source(s) 2:** Librarian, Principal

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Mar	June	Aug
1) Open opportunities to use the new computer lab with new laptops along with three ChromeBook carts and the older computer lab.	Librarian Principal	Increase the use of technology during instruction.			
					

**Goal 4: McDowell will engage the community in meaningful ways.**

**Performance Objective 1:** Enhance social media usage as an information resource.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Mar	June	Aug
1) Use Facebook to keep the community informed about current and upcoming events and activities.	Principal	Parents will be well-informed about the happenings of McDowell Middle School.			
2) Use Facebook as a positive public relations tool.	Principal	Parents and the community see the positive activities going on at McDowell.			

**Goal 4:** McDowell will engage the community in meaningful ways.

**Performance Objective 2:** Increase community involvement on campus.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Mar	June	Aug
1) Invite community members such as first responders, business owners and leaders to McDowell for CATCH Days, 9/11 day, fall and spring festival.	CATCH Day coordinator, student council sponsor, Principal	Students will be introduced to positive role models who are a part of the Hondo community.			
2) Involve community members in the after school program, playing games with students and/or teaching a skill.	Afterschool coordinator Principal	Provide positive public relations between the community and the school. Provide positive, adult role models for students.			
3) Engage the community in campus fundraisers.	Counselor Principal	Raise money and involve the community at McDowell.			
					

**Goal 5: McDowell will maintain a positive, safe environment for students and staff.**

**Performance Objective 1:** Maintain and improve a safe environment for staff and students.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

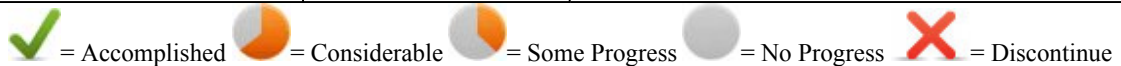
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Mar	June	Aug
1) Increase the visibility of SROs and local law enforcement on campus.	Asst. Principal Principal				
2) Improve safety drill understanding and cooperation	Asst. Principal Principal	Quicker responses that are more decisive.			
3) Hold an anti-bullying assembly.	Counselor Principal	Support students feeling bullied and set the expectation for the campus among all students.			
4) Provide greater opportunities for students to report bullying.	Nurse Asst. Principal Principal	Students are provided a safe opportunity to report bullying.			
5) Form a Threat Assessment Team along with the high school.	Counselor Principal	Provide a means to evaluate and help students who may be a threat to themselves or others.			
6) Attend school safety trainings through Texas School Safety Center.	Asst. Principal Principal	Better knowledge and understanding of how best to protect our campus.			
					

**Goal 5:** McDowell will maintain a positive, safe environment for students and staff.

**Performance Objective 2:** Recognize student effort, engagement and positive behavior.

**Evaluation Data Source(s) 2:** Counselor

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Mar	June	Aug
1) McDowell Middle School will honor the effort of our students in the following ways: 1. Honor Roll ceremonies for 'A' students, A/B students, and those demonstrating great effort. 2. Certificates will be given for perfect attendance. 3. Students of the Week will be nominated by teachers. 4. Reading Raffles that commend students who demonstrate good reading habits.	1. Christie Lobello - Counselor Patricia Barrientes - PEIMS Coordinator 2. Elva Zambrano - Attendance Clerk 3. Patricia Barrientes - PEIMS Coordinator Elva Zambrano - Attendance Clerk 4. Kami Meuth - Librarian	1. Encourage and give attention to students who are demonstrating success and diligence. 2. Encourage other students to work in order to receive an award and satisfaction of success.			
2) Randomly reward students when caught doing something good.	Asst Principal Principal	Promote a positive school climate			
					




**Goal 5:** McDowell will maintain a positive, safe environment for students and staff.

**Performance Objective 3:** Build a positive culture among the staff.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Mar	June	Aug
1) Use incentives to enhance a positive climate.	Counselor Principal	Use surprises, gifts and rewards to brighten teachers' days.			
2) Build rapport between leadership and staff through communication and collaboration.	Counselor Curriculum Specialist Asst. Principal Principal	Build trust, provide opportunity for feedback and input.			
					

**Goal 6: McDowell will establish procedures that will ensure good stewardship of resources that are provided to meet the school's needs.**

**Performance Objective 1:** An open system that determines how money and resources are allocated.

**Evaluation Data Source(s) 1:** Principal

**Summative Evaluation 1:**






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Mar	June	Aug
1) Use departments and team leaders to discuss and make decisions about how the budget is spent.	Principal	Openness and campus-wide involvement of how the McDowell budget is spent.			
					

**Goal 6:** McDowell will establish procedures that will ensure good stewardship of resources that are provided to meet the school's needs.

**Performance Objective 2:** Make plans that protect from damage the technology we own.

**Evaluation Data Source(s) 2:** Librarian, Principal

**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Mar	June	Aug
1) Continue to improve checkout procedures that make sure proper care is taken for Chrome Carts, computer labs and other technology.	Library, Principal	We will have quality that will last longer.			
2) Use the media center for accountability to funnel technology and for care and upkeep.	Librarian Principal	Keep our technology in good, working order.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Goal 7: McDowell will put strategies in place that support and retain current staff and find effective methods to recruit new staff.**

**Performance Objective 1:** Staff retention promoted with staff activities that promote community

**Evaluation Data Source(s) 1:** Committee, Principal

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Mar	June	Aug
1) Empower the Team Leader's committee to focus on promoting a positive climate for staff members.	Principal	Create camaraderie among staff members.			
2) Create an environment that provides support for teachers in the classroom.	Curriculum Coordinator, Assistant Principal	Teachers want to stay at a school where they are supported and grow as professionals.			
					

**Goal 7:** McDowell will put strategies in place that support and retain current staff and find effective methods to recruit new staff.

**Performance Objective 2:** Provide opportunities that support collaboration and community

**Evaluation Data Source(s) 2:** Curriculum Coordinator

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Mar	June	Aug
1) PLCs for teachers who are teaching in a tested area.	Curriculum Coordinator, Principal	Teachers feel supported and given the opportunity to grow.			
2) Provide shared planning periods for teachers of non-tested areas.	Counselor, Principal	Create a positive climate among staff.			
3) Celebrate and commemorate important events that happen in the life of staff members.	Counselor Principal	Create a family-type atmosphere.			
					

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Track student data more frequently, using unit tests, benchmarks and the released test.

# State Compensatory

## Personnel for McDowell Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amilee Santos	Connect Teacher	SCE	.67
Bino Gonzales	Connect Teacher	SCE	1.0
Cathy Lutz	Connect Teacher	SCE	.50
Connie Hohon	Assistant	SCE	1.0
Efren Gonzales	Connect Teacher	SCE	.50
Jennifer Perez	Connect Teacher	SCE	.67
JoAnn Huesser	Teacher	SCE	1.0
Kristin Muennink	Connect Teacher	SCE	.67
Olivia Zavala	Connect Teacher	SCE	.67
Patty Rodriguez	Connect Teacher	SCE	.67
SSI Summer Remediation	Teachers	SCE	3.0
Steven Rogiers	Connect Teacher	SCE	.83
Westley Halbardier	Connect Teacher	SCE	.50

## Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Graff, Tim	Curriculum Specialist		1.0
Zepeda, Bianca	Reading Intervention Assistant		1.0