

McKinney Independent School District
Dowell Middle School
2018-2019 Campus Improvement Plan



Mission Statement

We will provide engaging learning experiences so students can become effective communicators, quality contributors, and socially responsible citizens.

Vision

We are a cohesive, diverse community providing engaging learning experiences for all.

Core Beliefs

Partnerships between students, parents, community members, and staff are foundational to educational success.

Positive school culture and a safe environment foster growth.

Everyone has inherent value and deserves to be treated with dignity and respect.

Learning is an active process requiring engaging tasks and engaging minds.

Relevant and authentic experiences ignite continuous, deeper learning.

Meaningful relationships enrich learning.

Confidence fuels risk taking and higher achievement.

Financial stewardship ensures a tomorrow for education.

Comprehensive Needs Assessment

Needs Assessment Overview

Dowell Middle School opened in 1997, with around 900 students. This year, we are opening with approximately 1275 students. We have aprox 71% White, 12% African American, 24% Hispanic, 23% Economically Disadvantaged, 7% LEP, and 9.36% Special Education. Our goals at Dowell are to make sure students are safe, they are happy, and they learn while they are here. We want our Dowell students to have incredible learning experiences every single day, while exploring their strengths and talents and building their character.

Demographics

Demographics Summary

Dowell Middle School consists of 107 staff members that serve over 1,200 students in grades 6-8. Over one-half of our professional staff has six to twenty years of experience. Twenty-three percent of our students are economically disadvantaged and approximately five percent of our students are English language learners. Our mobility rate is approximately six percent; meaning students have withdrawn or are new to our campus during a school year.

Demographics Strengths

DMS is fortunate to serve an eclectic community in which the student body is reflective of the McKinney area as a whole. Our personnel mobility rate is low and the majority of our staff have taught for more than five years. New teachers to our building have many experienced professionals to learn from and new teachers bring a wealth of current research in the areas of pedagogy and content knowledge to the campus.

Student Achievement

Student Achievement Summary

This year Dowell Middle School received one Distinction Designation; Academic achievement in science. We are pleased with our overall scores and passing rates but we want to focus on improving performance with economically disadvantaged and ELL students. Our 6th grade reading and 8th grade were lower than other overall passing rates, but this pattern followed the district and state trend.

Student Achievement Strengths

Dowell Middle School students consistently met and exceed state expectations on STAAR assessments. 93% of all DMS students were successful on STAAR assessments. Analysis of MAP data demonstrates a strength in science for our campus and strong results in 6th and 7th grade math as well. Student achievement is at the forefront of our data meetings and drives our plans for intervention and reteach opportunities.

School Culture and Climate

School Culture and Climate Summary

Ruth Dowell Middle School is committed to cultivating a community of learners who are effective communicators, who are social responsible citizens, and who are quality contributors in the classroom and the larger community (MISD graduate profile). Our motto for Dowell Middle School is "Do Your Part".

School Culture and Climate Strengths

Dowell Middle School 's cultural strengths include the PALS program, volunteerism, and the commitment of the staff to academic excellence. Students who participate in the PALS program build leadership skills and positively impact others throughout the campus. This builds a great sense of community and caring. Dowell Middle School's is fortunate for the large group of community volunteers who give countless hours assisting students in fine arts, supporting athletics, and serving as mentors. The Dowell staff is committed to student success by offering multiple opportunities for tutoring and supporting a wide range of academic and other after-school clubs.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Dowell Middle School consists of 107 staff members that serve over 1,200 students in grades 6-8. Over one-half of our professional staff has six to twenty years of experience. Professional staff is dedicated to meeting in PLCs weekly and building a strong community of learners. For this school year, DMS hired three new to the profession teachers and four experienced teachers.

Staff Quality, Recruitment, and Retention Strengths

Our personnel mobility rate is low and the majority of our staff have taught for more than five years. New teachers to our building have many experienced professionals to learn from and new teachers bring a wealth of current research in the areas of pedagogy and content knowledge to the campus.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

DMS professional staff meets twice a week in Professional Learning Communities to design engaging lessons for our students. Team leads prepare and keep record of meetings by providing a weekly agenda. Teams utilize Forethought through the team planner and posting of weekly plans. District provided curriculum and resources are used as a guide to drive instructional decisions. DMS created a design center for teachers to come together four times a year to design lessons for the "who" in their classes. After assessments are given, professional staff analyze the results and share data with instructional leaders and administrators.

Curriculum, Instruction, and Assessment Strengths

Many of the professional staff from DMS, participate as curriculum writers for the district. The instruction developed aligns with state standards and assessments such as concept checks, unit assessments, ELM projects, and quarterly assessments given in all content areas. Teacher made assessments are developed prior to lesson selection. Professional staff utilize assessments to gauge not only student understanding but also alignment to state standards and effectiveness of instruction. Teachers participate each nine weeks in design time that is with the instructional coaches, media resource specialist and principal and assistant principals to design engaging lessons for their who. They use the Schlecty design qualities to help to design their lessons.

Parent and Community Engagement

Parent and Community Engagement Summary

DMS believes strong partnerships are essential for student academic success. Our PTO provides numerous volunteer hours to assist students and staff as well as providing staff classroom grants, support to Academic UIL team and other clubs. We are also very fortunate to have strong booster clubs that support many activities across the campus such as athletic, band and orchestra. Our community liaison establishes partnerships with our families that need assistance and coordinates REACH mentors. The ESL Coordinator works in to establish positive working relationships with families and the school.

Parent and Community Engagement Strengths

DMS strongly believes that outreach in our community is essential for positive home/school partnerships. We hold two Back to School nights one on campus and one at Finch Elementary. Weekly emails that are connected to the school wide calendar and school web page are essential to communicate all the events and opportunities to be involved with the DMS family.

School Context and Organization

School Context and Organization Summary

We are very fortunate to have parents that support our school programs and teachers who are innovative and constantly seeking new ways to engage our students. There are multiple ways for students to get involved in DMS through extracurricular activities, clubs, and organizations. We focus our education on the whole child. We know that providing excellent academic programming is at the core of our work, but we also feel that creating a physically, emotionally, and socially safe environment for all students is essential to academic success. We are proud of our school CREED, Do your part, and many other clubs that engage students within our greater school community. There is a place at Dowell Middle School for every student to excel.

School Context and Organization Strengths

We provide multiple clubs and organizations so that students feel a sense of community at our school. We encourage "Do your part" creed. We have so many students in drama, band, choir, youth and gov., and orchestra. We also address various social, character, citizenship, and safety lessons.

Technology

Technology Summary

Dowell Middle School has a strong focus on technology integration in order to both enhance and transform learning to produce higher-level critical thinking, research opportunities, and other relevant modes for students to demonstrate mastery of content.

Technology Strengths

Dowell is fortunate to have a SMART board and presentation station in every math, science, and history classroom, as well as in many of the ELAR and elective classrooms. Students are able to utilize their own devices as a resource for engagement, research, and inquiry within the classroom, as well. In 6th - 8th grade classrooms that are utilizing ELM, class sets of MAC airts have been made available for student use. and Web-based programs, databases, iOS applications, and e-books are all employed to assist students and teachers in enhancing and transforming both assessment and instruction in the classroom.

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
- State and federal planning requirements

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) 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)

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each 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
- 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.
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- T-TESS

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Communications data
- Study of best practices








Goals

Goal 1: Safe and Collaborative Culture:McKinney ISD will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

Performance Objective 1: Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Evaluation Data Source(s) 1: Dowell will establish a protocol that addresses the functions of Professional Learning Communities (PLCs) this year.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) PLC Enrichment	Rogers, Abel, Jackson, and leadership team	Teacher will continue to use the structure of PLC to set norms and have clear agendas. Teams will continue share in the responsibility of designing engaging lessons and look at best ways to teach each TEK. We will continue to follow our HRS level 1 protocols and continue refining them. We will continue to implement learning objectives that lead to becoming a PLC certified campus.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Safe and Collaborative Culture:McKinney ISD will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

Performance Objective 2: Students, teachers, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.

Evaluation Data Source(s) 2: Dowell will create new opportunities for our stakeholders to have a voice in the operation of our district or revise existing structures to encourage more stakeholder participation.

Summative Evaluation 2:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Dowell Community Formal FeedBack	Admin and counselors	Dowell community will have opportunities to provide feedback via surveys, PTO meetings and general email and phone calls				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: Safe and Collaborative Culture:McKinney ISD will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

Performance Objective 3: Students, parents, and the community perceive the school environment as a safe and orderly.

Evaluation Data Source(s) 3: Regular qualitative and quantitative data will be reviewed to access the safe and orderly environment of the MISD campuses.

Summative Evaluation 3:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Safety Perception	Rogers, Abel, Jackson	Dowell Community will be aware through social media and other school communication when we have fire, tornado and lockdown drills. Our SRO will be visible throughout the school.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Safe and Collaborative Culture:McKinney ISD will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

Performance Objective 4: Data Meetings will be held regularly to discuss curriculum needs as well as individual student needs based on assessment results.

Evaluation Data Source(s) 4: Increase of at least 5% on STAAR data, Closing the Achievement Gap Index III.

Summative Evaluation 4:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Closing the achievement GAP	Dowell leadership team and teachers	Dowell leadership will meet with teachers to discuss all students. We will continue to focus on closing the gap. We will continue to utilize our ESL coordinator in PLC's for best practices with ELLs. We will also implement strategies to increase the achievement data of our African American students.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Safe and Collaborative Culture:McKinney ISD will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

Performance Objective 5: Increase the percentage of students that participate in after-school clubs, organizations, and/or athletics.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Extracurricular participation	Dowell Leadership	Dowell will provide buses that will pick up and drop off at Finch. As a result more of our at-risk students will participate.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Safe and Collaborative Culture:McKinney ISD will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

Performance Objective 6: Administrators and designated staff will recommend high quality candidates for hire and establish positive coaching and mentoring relationships for all new staff.

Evaluation Data Source(s) 6:

Summative Evaluation 6:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Staff Hiring	Dowell Leadership	Dowell will hire by committee. Dowell will continue to mentor every teacher that is hired.	✓	✓	✓	

Goal 1: Safe and Collaborative Culture:McKinney ISD will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

Performance Objective 7: The Dowell community will continue to develop a culture in which building positive relationships among students, staff and students' families is a key to success.

Evaluation Data Source(s) 7:

Summative Evaluation 7:



Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Do your part	Dowell leadership team, counselors, teachers, PTO and community.	We will continue to ask all Dowell community members to Do Your Part. ALL MEANS ALL!				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Teaching and Learning by Design: McKinney ISD will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 1: MISD will increase the percent of low SES students achieving the final recommended standard by 10 percent in all content areas.

- Evaluation Data Source(s) 1:**
1. Provide targeted and measurable remediation for all At Risk Students as needed.
 2. Use district assessments to monitor the number of students who show mastery.
 3. Develop and implement a district-level protocol for providing assistance to campuses that have numbers of students struggling.

Summative Evaluation 1:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Monitor	Dowell Leadership team	The achievement GAP is closing and is evident by the all data that is collected.				
						

Goal 2: Teaching and Learning by Design: McKinney ISD will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 2: MISD LEP students will demonstrate bilingual proficiency at an increased rate.

Evaluation Data Source(s) 2: 1. Bilingual/ESL student performance under AMAO will improve as measured by the prior year's performance.
 2. The student achievement data of Bilingual/ESL students will increase an aggregate of 15% as measured by STAAR

Summative Evaluation 2:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) MISD LEP	Dowell Leadership Team	The student achievement data of Bilingual/ESL students will continue to increase as measured by STAAR/TELPAS and all district assessments.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Teaching and Learning by Design: McKinney ISD will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 3: MISD will develop continue to push for a rigorous curriculum that allows students to demonstrate mastery.

- Evaluation Data Source(s) 3:**
1. Local assessments will reflect the elements of Schlechty's Design Qualities
 2. MISD will provide campuses with a variety of assessment tools to monitor student mastery

Summative Evaluation 3:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Rigor	Dowell Leadership	MISD will provide campuses with a variety of assessment tools to monitor student mastery				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Teaching and Learning by Design: McKinney ISD will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 4: Dowell will promote post secondary readiness for all students.

Evaluation Data Source(s) 4: Dowell will create, initiate, and monitor individual plans that promote post secondary readiness in classrooms

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Post Secondary	Dowell Leadership	Understand the graduate profile				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						