

**2016-2017
Campus Improvement Plan
for
McMath Middle School**

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

Denton ISD: Empowering lifelong learners to be engaged citizens who positively impact their local and global community.

McMath Middle School's Mission Statement

Our mission is to collaboratively, with the families and with the community, prepare all students to become educated, healthy, productive members of society both now and in the future.

We will maintain high standards and expectations for all members of our school family and maintain a climate of caring and respect for all.

Our students will become life-long learners able to adapt to a complex, diverse and constantly changing world.

Board Goals

Denton Independent School District's Board Goals

I. Vision ... In pursuit of excellence, the district will:

- cultivate a network of professional learning communities addressing the educational needs of every child in our district
- develop and maintain a culture where learning remains our first priority
- remain committed to providing equitable and outstanding opportunities for every student on every campus
- establish goals for individual campuses that incorporate both measurable and intangible factors
- develop a budget focused on student and professional learning
- effectively communicate achievements and recognitions to the Denton ISD community
- prepare our students to be successful in a global society while instilling an appreciation for community service

II. Teaching & Learning... In pursuit of excellence, the district will:

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students
- establish high expectations with a curriculum that fosters inquiry and critical thinking
- develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.
- expect full curriculum implementation on each campus by instructional leaders
- establish quality staff development programs that promote professional learning communities
- strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- stay abreast of and incorporate best practices into teaching, learning, technology and leadership
- advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- actively pursue, foster and support an advanced digital learning environment

III. Climate... In pursuit of excellence, the district will:

- celebrate, respect, and promote the value of diversity in our Denton ISD Community.
- encourage and nourish a safe learning and compassionate working environment which ensures open and transparent communication and is supportive, cooperative, and ethical.
- establish a high expectation level for success for all students, staff, parents, and community
- instill in students a love of life-long learning
- motivate and prepare students to embrace their full responsibilities and obligations as active citizens of their community, nation, and world

IV. Parent and Community Involvement...In pursuit of excellence, the district will:

- foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students
- work continuously with the community in planning and facility development
- utilize citizens' advisory committees to focus on short and long-term tasks
- provide support services and promote health, wellness and safety for students and families
- establish and promote programs to develop and enhance parenting skills and participation in the schools
- promote child advocacy across the state and nation

V. Human Resources...In pursuit of excellence, the district will:

- develop and expect a consistently high level of, and respect for, professional performance by all staff
- recruit, select, employ and retain teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
- promote health and wellness in our workforce

VI. Growth, Change & Fiscal Responsibility...In pursuit of excellence, the district will:




- review and adjust policies and procedures as appropriate to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community
- be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures
- work continuously with our community to adjust and enhance district goals as appropriate
- demonstrate effective and efficient management of district resources
- provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements.

Campus Improvement Plan McMath Middle School

Progress Report Date:

WIG 1


60% of the ELL and SPED subgroups will pass the spring 2017 STAAR reading test

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide professional learning opportunities for all staff in PLCs and faculty meetings on best practices targeting specific reading skills across the curriculum. X Addresses missed system safeguard	Administrators ISTs		Sign in sheets Agendas	common assessment scores	Oct Jan Apr
Continue to use team time and department PLC time to analyze data and plan strategic lessons to address student learning needs, specifically our special education and ELL students X Addresses missed system safeguard	Administrators Team leaders Department heads		Agendas Meeting notes Aware use	Lesson plans Classroom observations Common assessment scores	 Aug Considerable Progress Dec June
All 7th grade writing teachers (including inclusion and ESL teachers) will participate in professional development to better address the needs of our SPED and ELL students. X Addresses missed system safeguard	Assistant Principal, IST, Curriculum Department, ESL secondary coordinatore		sign in forms	STAAR scores class writing assignments	 Sept Considerable Progress Dec June
Increase reading across content areas by requiring at least three PLC meetings a semester in each content area to include this on the agenda X Addresses missed system safeguard	Department Heads, Assistant Principals, Principal		PLC agenda	common assessments, STAAR scores	Aug Dec June
Expand reading support programs to include Achieve 3000 in addition to Failure Free Reading and READ 180 X Addresses missed system safeguard	Principal, Teachers SCE \$60,000 FTE 1 SCE \$2,000 FTE		student schedules	STAAR scores	 Sept Considerable Progress Sept June

**Campus Improvement Plan
McMath Middle School**

WIG 2





Develop an intervention plan for special education students to increase the number of students passing STAAR to a minimum of 60% by spring 2018.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Data analysis of common assessments with direct interventions X Addresses missed system safeguard	Principal, SPED department head, teachers		report	common assessment scores	Aug Dec Apr
increase the number of special education students attending tutorials X Addresses missed system safeguard	teachers, principal, SPED department head		tutoring sign in	class grades, STAAR	Aug Dec June
Provide intensive focused interventions the 4 weeks before STAAR X Addresses missed system safeguard	teachers, Principal		tutoring plans Sign in	STAAR	Sept  Accomplished
X Addresses missed system safeguard					Aug Dec June
Addresses missed system safeguard					Sept Feb June
Addresses missed system safeguard	Principal Communities in School personnel				

Campus Improvement Plan McMath Middle School

WIG 3

Provide McMath students an environment that supports the unique needs of the middle school child intellectually, emotionally, and socially.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Continue to expand transition visits with feeder elementary schools. (extra counselor visits, Special Education Teacher meetings, GOAL visits expanded to include W.S. Ryan) Addresses missed system safeguard	Counselor, GOAL sponsors, SPED Dept. Head		Calendar, photos	Log of student contacts	Jan Mar May
Denton High School and McMath Middle School, working together will implement a transition plan for incoming 9th grade students to provide support through the first year in high school laying the foundation for graduation in four years. (MMS SAC counselor will attend Freshman Day, spend at least one day a month on the DHS campus to meet with former students, and will be available to meet individually with students as needed) Addresses missed system safeguard	DHS Principal MMS Principal MMS SAC Counselor		Calendar, Sign in at DHS	Graduation rates for MMS students at DHS	 Aug Some Progress Jan May
Students will be encouraged to participate in academic, athletic and fine art UIL events as well as NJHS, StuCo, and other campus organizations. Addresses missed system safeguard	Teachers, UIL coordinator, Coaches		Rosters, Social Media	Awards earned	 Aug Some Progress Dec Apr
All staff members will be trained in Clifton Strengths Addresses missed system safeguard	Principal, teachers		sign in forms, list of teacher strengths	teacher strengths on emails,	 Aug Considerable Progress Oct
6th grade will complete the Strength Academy program in advisory Addresses missed system safeguard	Teachers, Counselor, Administration		program documentation	student feedback at end of year, discipline records, documentation of completed assignments	 Sept Some Progress May

McMath Middle School Campus Improvement Plan

2016-2017 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at McMath Middle School conducted a comprehensive needs assessment for the 2016-2017 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.



Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- LEPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose: improving learning for all students. – Victoria Bernhardt

List the actual data sources reviewed below.

See page 8 of the guide for probing questions related to Student Achievement

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

Needs

Summary of Needs

Special education STAAR scores must be increased to the 60% passing rate.
This seems to be an impossible task because the students who are identified as needing a modified curriculum are held accountable by using a test that is not modified.
This makes no sense, but we will try to figure this out while doing what is right for our special education students.



Demographics:

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Droupout and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. – Victoria Bernhardt

List the actual data sources reviewed below.

See page 7 of the guide for probing questions related to demographics.

Findings/Analysis

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Strengths

Needs

Summary of Needs



School Culture and Climate

School culture refers to the organization’s values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system

Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. – Author unknown.

List the actual data sources reviewed below.

See page 9 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

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Strengths

Needs

Summary of Needs



Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns

Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Programs Qualifications; e.g., Bilingual/ESL/, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. –Stephen Covey

List the actual data sources reviewed below.

See page 10 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

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Strengths

Needs

Summary of Needs



Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence, Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and processes
- Common benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. – Fenwick English

List the actual data sources reviewed below.

See page 11 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

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Strengths

Needs

Summary of Needs



Family and Community Involvement

Family and Community Involvement refers to how these stakeholders and informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievements for all students

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

The family is changing, not disappearing. WE have to broaden our understanding of it, look for the new metaphors. – Mary Catherine Bateson

List the actual data sources reviewed below.

See page 12 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

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Strengths

Needs

Summary of Needs



School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc
- Decision Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map and Physical Environment
- Program Support services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. – Author Unknown

List the actual data sources reviewed below.

See page 13 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

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Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

Needs

Summary of Needs



Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we “do school” will change as students have more access to the worlds around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. – Superintendent

List the actual data sources reviewed below.

See page 14 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

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Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

Needs

Summary of Needs

Comprehensive Needs Assessment Summary of Priority Needs
McMath Middle School

Demographics:

Student Achievement:

Special education STAAR scores must be increased to the 60% passing rate.
This seems to be an impossible task because the students who are identified as needing a modified curriculum are held accountable by using a test that is not modified.
This makes no sense, but we will try to figure this out while doing what is right for our special education students.

School Culture and Climate:

Teacher Quality:

Curriculum, Instruction and Assessment:

Family and Community Involvement:

School Content and Organization:

Technology:

McMath Middle School Campus Improvement Plan

School-Level Performance Data for Grades 3-8

Reading/English Language Arts

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %
6	All	179		78	80			
6	HI	44		62	65			
6	AA	14		74	80			
6	Wh	107		86	89			
6	SED	59		59	60			
6	SPED	4		40	60			
6	LEP	16		53	60			
7	All	190		78	80			
7	HI	40		65	70			
7	AA	14		52	60			
7	SED	60		65	70			
7	SPED	4		40	60			
7	LEP	16		53	60			
8	All	221		91	93			
8	HI	73		85	90			
8	AA	19		79	80			
8	Wh	110		97	97			
8	SED	86		85	87			
8	LEP	17		63	68			

McMath Middle School Campus Improvement Plan

School-Level Performance Data for Grades 3-8

Writing

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %
7	All	205		84	87			
7	HI	47		75	78			
7	AA	18		69	73			
7	Wh	126		89	92			
7	SED	67		73	75			
7	SPED	5		45	60			
7	LEP	20		67	70			

McMath Middle School Campus Improvement Plan

School-Level Performance Data for Grades 3-8

Mathematics

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %
6	All	181		80	83			
6	HI	49		70	73			
6	AA	14		74	75			
6	Wh	105		85	87			
6	SED	65		66	70			
6	SPED	11		69	72			
6	LEP	20		61	64			
7	All	196		81	83			
7	HI	39		62	65			
7	Wh	126		90	92			
7	SED	64		70	75			
7	SPED	5		45	60			
7	LEP	13		46	60			
8	All	184		86	88			
8	HI	67		85	87			
8	AA	16		67	70			
8	Wh	87		91	92			
8	SED	75		78	80			
8	SPED	5		42	60			
8	LEP	19		83	85			

McMath Middle School Campus Improvement Plan

School-Level Performance Data for Grades 3-8

Science

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %
8	All	202		86	87			
8	HI	66		81	83			
8	AA	16		62	65			
8	Wh			101	89			
8	SED	75		77	80			
8	SPED	4		29	60			
8	LEP	14		61	65			

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	Name of CLT Member
1) Classroom Teacher	Nancy Cortes
2) Classroom Teacher	Tiffany Bluit
3) Classroom Teacher	Tessa Baker
4) Classroom Teacher	Tim Threlfall
5) Classroom Teacher	Nonie Phillips
6) Classroom Teacher	Tim Threlfall
7) Campus-based Nonteaching Professional	Anna Modrow
8) Campus-based Paraprofessional and Operations Staff	Roman Herrera
9) District-level Professional	Amy Washam
10) Parent	filled by PTA
11) Parent	Lynn Ryson
12) Community Member	Gene Holloway Sr
13) Community Member	Bill Reed
14) Business Representative	Jason Holland
15) Business Representative	open--seeking volunteer

CLT Meetings for 2016-2017			
#	Date	Time	Location
1	August 11, 2016	1:00	McMath